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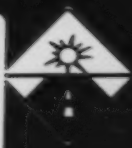
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ABSTRACT

This handbook shares some practical and conceptual knowledge about gangs in schools and suggests some strategies for coping with gang problems in schools. A radical approach is proposed which advocates assimilating gangs into the fabric of daily school life. The strategies were derived from two formal studies conducted from 1982 to 1990 on Los Angeles school campuses. Data were collected from 100 incidental contacts and informal conversations, 64 structured interviews with students and adults, visits to 5 major campuses, and a review of current literature and research. Chapter 1 discusses the critical consequences of denial of the gang problem and outlines elements necessary for appropriate action. Chapter 2 discusses gang characteristics, mentality, the benefits of membership, an evolutionary process of becoming a gang member, and gang behaviors and activities. The third chapter describes the need for schools to establish a philosophy and action plan, create a support team, and conduct an ongoing evaluation of program operations. The preventive, positive, and proactive elements of a radical approach--including both immediate and gradual strategies--are outlined in the fourth chapter. The final chapter discusses the asocial and alluring nature of gangs, describes a process of assimilation, and suggests ways to develop and cultivate a positive leadership style. One table, a sample questionnaire, and a 10-item annotated bibliography are included. (Contains 28 references.) (LMI)

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Handbook on Gangs in Schools

Strategies to Reduce Gang-Related Activities

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Handbook on Gangs in Schools



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Handbook on Gangs in Schools

Strategies to Reduce Gang-Related Activities

Shirley R. Lal, Dhyan Lal
Charles M. Achilles



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Foreword

Understanding the phenomenon of gangs—including gang activities, communication methods, and cultures—is the first step in learning about and dealing with gang activity in schools. Two of the authors of this handbook, Shirley and Dhyana Lal, have spent more than a decade working in gang-infested schools within the Los Angeles Unified School District, and they relate firsthand experiences and observations that bring a vivid reality to the subject not often found in writings on the topic. The third author, Chuck Achilles, has been a student of gangs for many years.

The authors lead you through an interesting series of learnings about the “whys” of gangs, including why gangs have moved beyond an irritant to school administrators to a downright violent and frightening presence on many school campuses. It is a careful and helpful work.

The contributions this book makes are many, not only to our understanding, but to the actions we can take to develop strategies for handling gang activities in our schools, to make these strategies work in everyday practice, and—in the process—to enable all students to attend school in a caring and nurturing learning environment.

The authors do not simply rely on conventional gang-control wisdom: They propose a “radical approach” that they have

personally tested. It involves *assimilating* gangs into the fabric of daily school life. It is in this approach that their humanitarian leadership style emerges most clearly, for they (1) offer acceptance of gangs and their members rather than a rejection-and-punishment approach, (2) suggest means of involving the gang members in positive activities that provide behavioral reinforcement for members and encourage results for school operations, and (3) believe that eliciting cooperation and encouraging participation will work where other measures have failed.

JERRY J. HERMAN
JANICE L. HERMAN
Series Co-Editors



Acknowledgments

The authors extend thanks to all who have contributed to the development of this *Handbook*. We owe a scholarly debt to many people who have conducted research and field studies to help others understand better the gang phenomenon.

The first author wishes to express a special gratitude to Donald Erickson who directed her research on this topic. We also acknowledge the efforts of all teachers, administrators, other support personnel, students, and parents for their continuing struggle in the schools and in the neighborhoods where the gangs have taken hold. A special recognition for those administrators in the Los Angeles Unified School District who allowed us to conduct research on their campuses and who took up the challenge to "turn-the-gangs-around" in their schools. The results of diminished gang activity on their campuses is rewarding.

Although space limitations did not let us use their material, the authors also thank Faikiki Simi for obtaining photographs of graffiti and tagging and Catherine Simmons for her outstanding art work of the graffiti and hand signs.

We appreciate those who assisted us in details of this work. James Leonard, Dale Brubaker, and others read and commented on early drafts. Deetra Thompson typed drafts and revisions. The series

editors, Janice and Jerry Herman, and personnel at Corwin Press provided support, ideas, and encouragement.

Finally, we want to express our particular recognition to the young gangbangers who are also struggling to "make it."

SHIRLEY R. LAL

DHYAN LAL

CHARLES M. ACHILLES



About the Authors

Shirley R. Lal has been a member of the Los Angeles Unified School District Gang Task Force (1987-1993). She has studied gangs in the inner city of Los Angeles since 1983. During her 20-year tenure with the district, she has been a teacher for special education students and has served as a counselor, dean, consultant, advisor, and coordinator. Currently a junior high school assistant principal, she has worked with youth gangs in east and south central Los Angeles for 5 years.

Shirley Lal earned her B.A. in Speech Pathology and M.A. in Special Education and Educational Administration from California State University of Los Angeles. Her Ph.D. is in Administration of Policy Systems in Education from the University of California, Los Angeles; she studied gangs in schools for her doctoral research. She has served as an adjunct professor and lecturer for California State University, Los Angeles and Fullerton. Lal currently serves as a practicum advisor in Nova University's National Ed.D. Program for Educational Leaders.

Dhyan Lal has taught and served as a counselor, dean, and administrator in several schools of the Los Angeles Unified School District. For the past 20 years he has worked with divergent youth and

gang programs. His work and success in reducing gang problems have gained him national recognition.

He is (or has recently been) a member of the Advisory Committee of Los Angeles County Comprehensive Alcohol Drug Prevention Education, City of Carson Anti-Crime Roundtable, the Executive Board of California Juvenile Justice and Delinquency Prevention Program, president of the Association of Pacific Island Educators, member of the Alliance of Asian Pacific Administrators in California, and member of California Compact, a coalition of business and education leaders helping to define strategies for and implications of education reform in California.

Dhyan Lal received his B.A. in Psychology and M.A. in Special Education and Educational Administration from California State University, Los Angeles, and his Ed.D. from Nova University. He is a Cluster Coordinator for the National Ed.D. Program for Educational Leaders, Nova University. He has also served as an adjunct professor in the Graduate School of Education, California State University, Los Angeles, and at California Lutheran University.

Charles M. Achilles is a generalist in school administration who has conducted considerable research on schools and school issues, such as studies of school desegregation in Richmond, Cleveland, Kansas City, and New Castle County, Delaware; studies of effective schools efforts in St. Louis and Knoxville, a study (1983-1988) of public confidence in education, and studies of the effects of class size on elementary school student achievement and development.

In addition to his present position as Professor of Education Leadership at the University of North Carolina at Greensboro (since 1988), he worked for over 20 years at the Bureau of Educational Research and Service at the University of Tennessee, Knoxville. He also worked at the (former) U.S. Office of Education, on the research staff at the University of California, Berkeley, and as a teacher in private and public schools. His work as a lecturer for Nova University in urban areas and his association with the Lals helped develop his interest in gang issues and schooling.

Achilles holds an A.B. in Classics, M.A. in Education and Latin, Ed.S. and Ed.D. in Educational Administration from the University of Rochester, Rochester, New York.



Introduction

Why? Because gangs and gang activity or the potential for such activity are already on many school campuses. If the dry kindling is stacked, an unanticipated match will ignite it quickly.

Why now? Gangs and gang activities have long been an irritant. However, paralleling the increasing violence in society, gangs have become more visible and violent; they have passed the irritant stage and have become extremely dangerous in many places.

Dropouts, racial tensions, school "push outs," drugs, alcohol, violence on campus, easy access to guns and ammunition, high-tech communications, mobility, and social changes such as reduced adult supervision and declining family cohesiveness—all work to facilitate gang growth. To accomplish the task of schooling, there must be order in the places of education. Part of education is socialization. When students are suspended, expelled, dropped, or pushed out from school, who takes care of them? A gang is "family." Here is part of the irony. If gang members act up in school, others can't learn. If they are sent away, they will get into or cause trouble in the community. Those out of school and not yet affiliated with gangs may join.

Are educators responsible for gangs and gang activity? Not entirely. Other community and social agencies such as churches, families,

law enforcement, courts, and youth organizations have major responsibility too. Nevertheless, many gang members attend schools. Gang activity may be a community concern that has overflowed to school campuses, but once at school sites, gangs and gang activity are educator problems.

Why a handbook for educators? Most gang members have been in school at one time and many still are. Youth from less than 10 up to 24 years of age are joining gangs. Schools are one place where recognition and early intervention may help reduce gang violence. Lots of people talk about what is going on in schools, but few discuss what to do about it. Outside the home, the school offers the greatest opportunity for positive, prolonged contact with youth, not just nongang members but youth in varying stages of gang interest and involvement.

The cover story of the June 1989, *School Administrator* is "Gangs"; the May 1992, *American School Board Journal's* cover proclaims "Blown Away"; the December 1991, *Research Bulletin* of Phi Delta Kappa discusses "Hate Crime: The Rise of Hate Crime on School Campuses." Newspaper articles and stories about gangs are increasing: a *USA Today* headline screams "LA Gang Shootings Catch Kids in Cross Fire." The pervasiveness, severity, and permanence of the gang and school violence issue are brought home by the *New York Times* story "Teachers Ask for Help in Fighting School Violence" (DeWitt, 1993). A report from the Texas Attorney General's Office entitled "Gangs in Texas Cities" (1991) discusses the growth of gangs in Houston. A 1970 survey found that Houston was relatively gang free. An annual status report of gang activity in Houston documented 17 gangs in 1988, 56 in 1989, 83 in 1990, and 102 in early 1991 (Texas, 1993, p. 8).

The National School Safety Center (1988) reported that there were over 600 gangs in the Los Angeles (LA) area alone, with over 70,000 members but that only some 18,000 lived *inside* the city limits (p. 7). Lal (1991) noted that by 1990—the time of her study—the reported number of gangs in the LA area had grown to approximately 800 with over 90,000 members (p. 25). This is a considerable rise over the 1988 numbers for the same area, and an alarming rise from the 300 known gangs reported in 1979. Bing (1991) stated that by the 1990s in the LA area, there were 38 known "Blood" sets and

57 "Crip" sets and that each set included from 20 to over 1000 members; a "deep set" has over 300 members (pp. 154-156).

Although LA may be "gang headquarters," the "provinces" are rapidly being colonized and becoming unsettled! A headline on the front page of the *New York Times* (January 31, 1993) expressed the urgency: "Teenage Gangs Are Inflicting Lethal Violence on Small Cities." On February 28, 1993, the *New York Times* followed up with "Street Gangs Springing Up on the Farmland of Kansas." The problem is no longer just a big city problem, or a problem someplace else. *Denial isn't the answer. Appropriate action is.*

Not long ago, gangs just happened in the "blackboard jungles" of huge cities. Beatings, extortion, school fights, and an occasional knifing were bad; a "zip gun" made headlines. But it was always someplace else: it can't happen here. Now it is happening here and everywhere. The "ostrich effect"—burying our heads and hoping that the problem will go away—has engendered a "domino effect."

Large sums of "easy" money through gang-supported dealings, as well as factors mentioned earlier, have changed the landscape. The potential for casual youth groups or associations to escalate into gangs won't disappear if we simply look the other way. Impelling forces such as drugs, guns, unemployment, homelessness, changes in family, economic stresses, violence in life and on TV, inflammatory lyrics in popular music, increases in hate crimes, and social mores that seem to condone violence—all ensure that gang problems will quickly get worse without direct, assertive, and coordinated action.

A Note on Data Sources and Methods

Strategies described in this *Handbook* were partially derived from two formal studies, conducted from 1982 to 1990 on school campuses in the west, southeast, and south central sections of Los Angeles, California. Both studies identified that effective strategies for working with gangs emphasized positive, proactive, cooperative, and preventive approaches. School officials who used these approaches stated that gang-related activities on their campuses decreased or at least had not increased over a 5-year period. In one

form or another, school administrators are using these strategies at some gang-ridden school campuses in the LA area, and they are continuing to show positive results. Additional data were obtained from current literature and research, from interviews with former and present gang members, from discussions with school officials, and from ongoing and informal studies of gangs. This material also draws on notes and logs kept by two of the authors and collectively covering 12 years of work in schools having a heavy gang presence.

Lal (1991) kept records from over 100 incidental contacts and informal conversations and 64 scheduled, structured interviews with both adults and students. Responses were taped and analyzed. Extended visits to five major campuses and careful observations provided field notes that were transcribed and transferred to computer files, which were then divided into *person files* that contained information on people; *event files* that were actually a chronological daily log; and *topic files* that became fully developed field notes of the researcher's observations and impressions.

Data have also been drawn from the growing research and literature on youth gangs and on gang activity in schools. The authors are indebted to several groups and sources that have done pioneering work in this area, such as the National School Safety Center, to the many individuals who are doing frontline work with youth in schools, to the agencies working to help make schools safer, and to those who have shared their ideas in meetings, interviews, conferences, and through printed sources, for example, Ford (1992).

There is no simple approach, no panacea to the gang dilemma on school campuses. The present material reviews gangs as they exist in school communities and offers some practical approaches to combat them. The need for research remains great. In 1992, the National Research Council's (NRC) 464-page tome (*Understanding and Preventing Violence*) asked that the federal government increase spending for research on violence, including research on ways to decrease gang violence. The National Education Association (NEA) has called for research and for stricter enforcement of the 1990 Gun-Free School Zones Act.

Concern about violence in schools and about gangs increases. One of the first things that James Hunt did after his 1992 election

as governor of North Carolina was to establish a blue-ribbon task force on school violence. Since we began work on this *Handbook*, there has been increased coverage about gangs in local and national media and expanded attention to gang and school violence by education and community groups. For example, in spring 1993 the National Center for Effective Schools at the University of Wisconsin, Madison, featured "Preventing Violence in Our Schools" and "Youth in Gangs" in two publications (Lockwood, 1993a, 1993b). The National School Safety Center continues to provide helpful information about dealing with gangs. This spate of information is a major first step. Action must follow.

This *Handbook* is not a study, history, or sociology of gangs. It is intended to alert educators to the phenomenon of gangs in schools; to express a point of view about this situation; to share some practical and conceptual knowledge and ideas regarding gangs in schools; to suggest some strategies for minimizing, and for coping with, gang problems in schools; and to identify how educators can learn more about gangs. The reader interested in further research into gangs should read this *Handbook* in concert with other books. The *Handbook's* reference section and annotated bibliography provide a starting place.



A Realistic View: Denial Won't Do

It's true, gangs have been in this neighborhood for years, but you won't see them on this campus. No way! We make them leave it at the front door. We don't have a gang problem here because we don't allow it on the campus.

(JUNIOR HIGH SCHOOL PRINCIPAL)

Gangs and their disturbing, disruptive activities are increasing on school campuses. Local, state, and federal agencies have begun forming task forces to find solutions to the problem. Collaborative efforts among all community elements, including law enforcement, educators, families, churches, and other agencies are necessary to tackle the gang problem. Educators are likely to be in the front lines of the battle, but often they are the least prepared to enter the fray.

Many school leaders have either relied heavily on law enforcement personnel to manage their gang-related problems, have resorted solely to punishment and suspension or expulsion, or have pretended that schools were gang free. Gang activities on school campuses, however, have compelled some school officials to create elaborate security networks, including permanent and/or hand-

held metal detectors. Some educators have developed task forces and programs to try to prevent or curb gang activity. These programs typically are either preventive or punitive, but mostly punitive.

Preventive programs usually target nongang elementary students living in gang neighborhoods. Punitive measures are employed after members become involved in socially disruptive and prohibited behavior. Gang activities on secondary and even some elementary campuses continue to increase, and the tasks of handling gang-related problems rest on the already-overburdened shoulders of beleaguered educators at the school site.

Dangers of Denial

Schools located within gang-infested neighborhoods invariably inherit the gangs and their destructive activities. Administrators who deny the presence of gangs are unable to confront gangs realistically or effectively.

Refusing to accept unpleasant realities and opting instead to portray a false image are not uncommon when educators deal with controversy. In studying Detroit gangs, Taylor (1988) found that school administrators became defensive and tended to ignore critical problems on their campuses. He called this the "ostrich syndrome." Lal (1991) discovered that school-site administrators in Los Angeles were reluctant to acknowledge gangs or gang-related activities as the menacing problems that they are.

The actual experiences that school personnel have with gangs influence both their perceptions and beliefs about gangs. An assistant principal who served 5 years at a high school notorious for intense gang activity was reassigned to a middle school where the gang situation was less prevalent. She commented, "These kids don't know what being a gang member is all about; they're just silly little kids playing games." She did not perceive that the middle school gang "games" were serious. In so denying, she passed off her responsibility to initiate appropriate preventive action and increased the probability that the gang activity would worsen.

Some school officials believe that recognizing the problem provides unwarranted publicity and glorification for the gang. A

typical sentiment is: "Why should we recognize them? I don't want them to think they're special; they're just another group of kids." However, denial does not solve problems. Gangs and gang activities increase when left unchecked. School personnel must admit that a problem exists before they can solve it.

Although we hesitate to employ action or "fighting" words as they may glorify the notion of violence, there is precedent in such slogans. Note the "War on Poverty." In a similar vein, dealing with the gang issue in schools requires coordination, hard work, team efforts, and dedication. A slogan for this effort is "Gang Up on Gangs."

Reality Bound

Either overtly or by default, American society has asked educators to address many problems that consume their limited time and energy. Often, what appears to be serious, such as gang activity, may be assigned a low priority because of other, more pressing educational concerns. For instance, when media and politicians constantly emphasize that test scores, number of dropouts, and so on are the bases for deciding if a school is "good" or not, administrators will expend major energy addressing those high-visibility factors because they are professionally, publicly, and politically rewarded when they do so.

Acknowledging the gang problem is a first step to remedial action. A veteran principal assigned to a campus that was just beginning to experience gangs was quick to assess the dilemma: "I've seen this before. If we don't act now it'll be an unmanageable mess." For whatever reasons—inattention, denial, malaise, uncertainty, changing social settings, complacency—gangs have grown and flourished. They *are*.

Today's gangs are highly mobile, well armed, high tech, and generously funded. Some gangs routinely use sophisticated communications technology and administrative methods that should be the envy of school administrators. In May 1992, *American School Board Journal*, Harrington-Lueker reports a 1990 estimate that 1 in

20 high schoolers carried a gun. In asking Congress to pass and fund a "Violence-Free Schools Act," the NEA estimated that daily 100,000 children go to school armed and 160,000 miss school due to fear. The Greensboro (NC) *News and Record* headline for this story was "Teachers Say Schools Are Armed Camps" (Abrams, 1993).

Law enforcement personnel and some groups (e.g., National School Safety Center, The Safe Schools Coalition) take gangs seriously. Agencies and programs are available to help (e.g., "For Kids" and Dade County's "Gun Safety Awareness Program"). Studies and publications provide guidance (see the References and Annotated Bibliography for some examples). *Denial won't get the job done.*

Schooling and Gangs: The Case for Action

Many gang members attend school. Most schools contain at least some candidates for a future gang among their disaffected youth. All they need to get things going is a catalyst and some "street-smart" leadership. A transfer student, an acquaintance visiting from another district, a local student returning from vacation, or some disgruntled students getting together and seeking cohesive and socially disruptive outlets for their feelings could be the flash points. Even if there are no overt gangs in the schools, administrators need to check for signs of gang activity. Awareness of gang indicators, cooperative action, and a clear "gang" plan can activate the "ounce of prevention" that may avoid the need for a "pound of cure."

Educator Culture and Traditions Impede Schoolwide Action

Among others writing about the culture and "dailiness" of teaching, Lieberman and Miller (1984) discuss norms of teaching. Some norms (e.g., practicability, being private, loneliness of individual classrooms and schedule-enforced isolation, no norm of collegiality and group actions) *may* have served educators well in the past. These norms definitely hinder a concerted, cooperative, comprehensive approach to gangs. Fearing that they will be labeled as

weak or as failures, teachers typically don't discuss problems or troubles.

Gangs are schoolwide problems, but success with them begins with individual teachers who share responsibilities and work with the problem. The norms, almost covenants, of silence and isolation at both the teacher and the administrator levels interfere with solutions to important schoolwide problems. Even to become aware of the gang problem, educators must reevaluate some cherished norms that signify "success." (Interestingly, educators trying to work with gang problems in schools may get some support from ideas such as site-based management, teacher empowerment, and the school as a social-service center.)

Ignorance is a major impediment to successful work with gangs. Change is difficult, and the unknown can be frightening. A common-sense beginning is careful study and analysis of what is known about gangs. Action without knowledge is misdirected. Successes in dealing with gang issues must be shared openly, as should partial successes and failures. *Educators must talk and deal openly with the growing problem of gangs in schools.*

In summarizing prior research on gangs, Lal (1991) noted the direct connections between school "climate" and gang activity, between educational failure and delinquency, and between the handling of discipline and crime on campuses and the growth of delinquency. Two primary patterns of teacher and administrator response to discipline have been avoidance and force or punishment. However, interaction and negotiation between faculty and students get better results (De Cecco & Richardson, 1975). Haskell and Yablonsky (1982) found that students who experienced school failure and social rejection formed small groups (gangs) to gain recognition and self-worth. The groups may then become violent in order to achieve retaliation, power, and status, which may otherwise elude them in schools. Other researchers have identified similar activities and reasons for youth to join gangs: camaraderie or "esprit de corps," belongingness, morale, group awareness, attachment to and protection of territory, role patterns, norms and expectations, recognition, identity, peer pressure, protection, and opportunities to engage in activities that often are income-producing but also violent, illegal, disruptive, and threatening to all of society.

Defining and Challenging Gangs

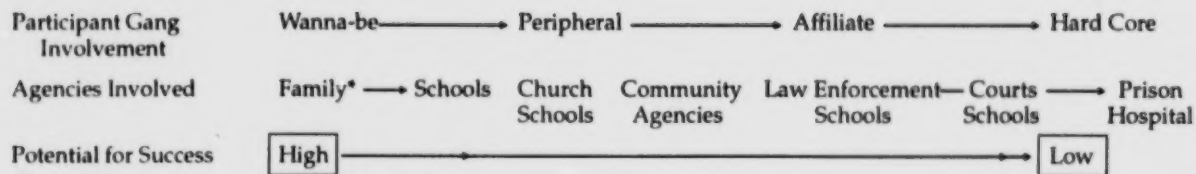
Many associations or youth groups are socially valuable, supported, and encouraged. Lal (1991) defined a *youth gang* as a group or organization of individuals usually of similar ethnic and socioeconomic backgrounds, who join for various reasons, including disruptive and illegal activities, and who often display antisocial behavior against the rest of society. Gangs may be loose, informal confederations or highly organized with clear structures and written rules and regulations. Most are territorial because teenage males tend to be local or regionally based. However, new mobility, often supported by income from drugs, extortion, and other crimes, allows gangs to expand and establish branches (Lal, 1991, pp. 5-8). Indeed, by 1990 there was considerable racial crossover in some gangs. Gang members in gang-defined territory are honor bound to defend their turf. Gang members of different ethnic backgrounds who move into an established gang area find that it is logical to join gangs within the living area because it is difficult and dangerous for a member of one gang to live in proximity to another gang's actively defended territory (Lal, 1991, p. 18).

Adults in public schools should openly challenge the growing dominance of gangs. The process of working to alleviate gang impact involves moving through stages: recognition and prevention, intervention and remediation, punishment and expulsion, and finally incarceration followed by rehabilitation or recidivism. The sooner the issue is addressed, the less expensive it becomes in terms of dollars and social damage and the shorter the time that the intervention must continue. There will be the most benefit if the issue is addressed when the "wanna-be" or gang member is young. Early intervention makes more sense than the later costs and failures of incarceration. Table 1.1 shows these relationships and portrays several reasons for addressing the gang issue openly in the schools.

Researchers and others working with gangs have noted that the universal attraction of peer-group membership for youth and adolescents often serves a pseudo-family role. The gang *is* family. A fair assumption is that gangs would not start, flourish, or grow if they did not fulfill an important need for their members. Membership

TABLE 1.1 Stages in Working With Gangs and Some Relative Comparisons of Costs, Benefits, etc. of Working Through the Stages.

STAGES IN WORKING WITH GANGS IN SCHOOLS				
	Recognition and Prevention	Intervention and Remediation	Punishment and/or Expulsion	Incarceration: Rehabilitation or Recidivism
Actual (\$ costs)	Low			High
Social Costs	Low			High
Social Benefit	High			Low
Personal Benefit	High			Low
Participant Age	Young			Older
Continuity and Time of Costs per Person Involved	Short-term			Long-term
Gang Type (Haskell and Yablonsky, 1982)	X Social Gang X Delinquent Gang X Violent Gang			



*"Family" is potentially involved at each stage. However, family members may not know about gang activity, may not know what to do, might condone such activity; in some cases there may be no family member available.

in groups must be assumed when dealing with youth. Youth will associate. Thus energy must be channeled into directing the group activity away from antisocial behavior and toward more responsible outcomes.

Current Trends, Research, and Theory Provide Support for Change

As the move toward "site-based management" (SBM) draws teachers out from the norm of privacy/loneliness, school leaders need to help teachers establish ways to work positively with gang members. Recognition is a first step. By understanding what membership provides for gang members, educators may be able to substitute equally rewarding but socially sanctioned activities. As young people seek to establish their own cultures, today's challenge, more than ever before, is for educators to direct the group/gang activity toward acceptable and beneficial behaviors rather than detrimental, violent, and prohibited behaviors.

In classrooms, teachers might strengthen and encourage appropriate group behavior through cooperative learning strategies and through giving rewards to the group as a whole. The traditional rewarding of individual students will *discourage* acceptable behavior by gang or gang-prone youth, as will any strategy that singles them out from their peers. In an issue of the *School Intervention Report* written by two authors experienced in dealing with gangs (Arthur & Erickson, 1992), a simulated case study featured a teacher who exemplified behaviors designed to improve the school performance of gang youth. Keys to success were group participation, cooperative classroom procedures, humor, praise, and *group* reward.

Finn (1989) described two models for keeping young people in schools: the self-concept model and the participation/identification model. Although educators have emphasized the self-concept model, they would have better chances for success by using participation and identification, a model employed more often by law enforcement and juvenile agencies. Educators can easily control

the use of these participation models in classrooms, school events, clubs, and activities.

Summary/Checklist

This chapter discussed critical consequences of denial and the elements necessary for appropriate action. Administrators can think of this as a process:

- Recognize the problem, or the *potential* for a problem, of gangs in schools.
- Cultivate a realistic approach to the problem by obtaining knowledge from local police and community antigang agencies.
- Research relevant publications (books, newspapers, magazines, and reports of key agencies) to get useful information on the problem.
- Communicate with gang experts (including gang members). Develop channels of communication for working with gangs.
- Stay in touch with law enforcement agencies, other educators, parents and families, and gang members to work out cooperative plans of information sharing and reporting.



Gangs: Who Are They and What Do They Do?

This chapter discusses gang characteristics, gang mentality, benefits from gang membership, an evolutionary process of gangs and gang members, and a sample of gang behaviors and activities.

Gangs are developed and nurtured throughout society and consequently in communities and neighborhoods. Because the average gang member is of school age, schools in gang-infested neighborhoods are often unwilling recipients of overt negative gang behaviors. There are, however, some *positive* aspects of gang life. Gang members tout "esprit de corps," pride in appearance, responsibility for younger and less able members, adherence to strict rules and codes, and a desire for respect and recognition. However, the negative methods that gang members use to obtain the rewards of membership overshadow these positive attributes.

Gang Characteristics and Classification

Traditional youth gangs in America have been visible and active for at least the past century. Gangs have undergone many changes,

but some basic characteristics remain constant: The gang serves as an extended family, loyalty to the gang is obligatory, and adherence to a gang code is mandatory. There are clearly defined leadership and hierarchy in the chain of command, continuous interaction among members, territorial identification, gang rivalry, and participation in antisocial, illegal, and violent activities. Traditional gangs of today are either:

- Large organizations (membership numbering into the thousands) that have smaller branches or "cliques" in many urban and suburban communities, or
- Loosely knit, small local groups or "sets" with no direct allegiance to a larger organization.

Haskell and Yablonsky (1982) identified three prototypes of gangs: social, delinquent, and violent. Each prototype has unique identifiable traits, yet one type seldom exists in its exemplar form. According to the authors, "tough youths" (p.186) join the *social gang* for socially favorable reasons and rarely take part in delinquent behavior. The *delinquent gang* consists of a permanent, integrated group of youths who band together to commit illegal acts for profit. Members stake out and defend territory or turf. Camaraderie is important but not paramount.

Fundamentally, violence, emotional satisfaction, and financial gain are the driving objectives of the *violent gang*. Contrary to the social and delinquent gangs, membership in the violent gang is not stable; it constantly parallels the emotional upheavals of its members. Haskell and Yablonsky's classification is important because it provides a lens through which to view traditional gangs of today. Their classification is very similar to Taylor's (1990a, 1990b) updated classification of gangs as scavenger, territorial, and corporate. Currently, most gangs exhibit traits characteristic of the delinquent and violent—or, in Taylor's terms—of the territorial and corporate. Gangs often evolve through identifiable stages as they mature, have successes, and develop permanence.

Gangs have ties to their neighborhood or "hood." The gang name may be derived from the area or from a particular street in the hood: East Side Crips, Compton Pirus, Elm Street. Protection

and control of gang neighborhood territory are paramount. When clusters of ethnic groups are highly concentrated in inner cities, recruitment of members is simplified. Prospective members may be born into or "raised-up" into the gang family in these neighborhoods. Members usually are young teenage males from similar ethnic, social, and economic backgrounds. Black and Latino traditional gangs may be subdivided into age categories: approximately 8 to 13, 14 to 22, and 22 and older. Members are identified by a nickname ("moniker") emphasizing a member's particular attribute: "Shooter" (uses a gun well), "Lil Man" (small in stature), "Quacker" (talks a lot), and "Snoopy" (retrieves information).

Recently there has been an upsurge of female gangs and ethnically diverse membership within the same gangs. Historically, female gangs have been extensions of male gangs, but females are now forming independent gangs. Several geographic areas that were once predominantly Black are now Black and Latino; therefore, some gangs in these neighborhoods have both Black and Latino members.

Media coverage highlights activities of Black and Latino gangs more often than the activities of White and Asian gangs, thus projecting the image that most disruptive and violent gang members are Black or Latino. Distinguishing features among ethnic gangs are the types and reasons for their various activities (outside of protecting the hood); the following are brief summaries:

Asian Gangs

The four major Asian groups are Chinese, Filipino, Korean, and Vietnamese. Lesser groups are Japanese, Pacific Islanders (Hawaiian, Guamanian, Samoan, and Tongan), and Thai. When compared to other ethnic gangs, Asian gangs are nontraditional yet highly organized (national and international ties) with financial profit as their ultimate goal. Acts of violence and crime for profit are not random; they include extortion, prostitution, assault, kidnapping, robbery, and murder. Their activities have typically been confined to their designated territory (usually within their own ethnic neighborhood and committed against other people of their own ethnicity) and not particularly prevalent on school campuses.

Black Gangs

These traditional gangs usually operate in the inner city. Newer "sets" emphasize control of their gang territory, but the major force behind established and sophisticated gangs is drug trafficking. Gang rivalry and control of gang turf are heightened when drug deals are at stake. Members conduct business in the streets and on school campuses. Black gang members often associate themselves with a gangster image. Members are known as "Baby Gangsters," "Gangsters," and "OGs" (Older Gangsters) according to their age range.

Latino Gangs

Latino gangs have a longer history than other traditional youth gangs. Their ties were established in their home country before coming to America in the early 1900s. Initially, these immigrants came from Mexico and settled in Southern California, where membership flourished. Recent Latino immigrants have followed similar patterns and are prime prospects for gang membership. Basically, their motivating force is protection and control of their neighborhood or of the *barrio*. (The words *gang* and *barrio* are usually synonymous.) The main focus of gang rivalry is protection of the *barrio*. Latino gangs are more likely to continue gang rivalry from the *barrio* onto the school campus than are other gangs. Rivalry is evinced by assaults, fights, drive-by shootings, and murder.

White Gangs

A recent resurgence of white youth gangs in urban and suburban neighborhoods has caught the public eye. Newer gangs have their roots in four factions: drugs, heavy-metal and punk-rock music, white supremacy, and Satanism. Drugs and alcohol are important. Members gather or hang out to abuse these substances, and they commit crimes to support their continued use. Rivalry is not part of their scene. Major crimes are robbery, burglary, vandalism, and hate crimes against individuals or their property.

In addition to the particular activities of each ethnic gang, most youth gangs engage in some of the following common behaviors and activities:

- Gathering in large numbers on street corners, at community facilities, at liquor and convenience stores, and in certain areas on school campuses.
- Engaging in disruptive, antisocial behaviors: face-to-face confrontations, intimidation, assaults, fights, defying authority, flashing gang signs, and using vulgar language.
- Committing illegal and often violent acts.

Haskell and Yablonsky (1982) studied youth gangs for 25 years. They noted that gang phenomena were cyclical and were aligned with trends of violence in society. Earlier youth gangs gathered primarily for social reasons, and their illegal activities were usually crimes of vandalism rather than attacks against people (Thrasher, 1927). After World War II, gang violence escalated as members began using weapons (knives and zip guns) during fights or "rumbles." Traditional gangs began to flourish in the 1950s and 60s. The results of these major studies are important because of the increase in violence and the severe decline in the quality of life that gangs promote.

The rebellious era of the late 1960s and early 70s produced a lull in gang activity. Some members discarded gangs and joined political groups (Cartwright, Tomas, & Schwartz, 1975). When the hoolabaloo of that era ended, gang activity resurfaced with increased violence. The most prolific cycle of gang activity began in the late 1970s and is still increasing, especially on school campuses. Schools have endured the intensifying horror of gang activity since the early 1980s (Cartwright, Tomas, & Schwartz, 1975).

Factors That Influence Gang Membership

Many economic, social, and financial factors induce youngsters to seek out and join a gang. Also of key importance is the youth's own motivation for joining.

Family Circumstances

Gang-infested neighborhoods are typically found in economically depressed communities. Families reflect the existing eco-

conomic conditions and are often weak and seriously fragmented. Some youths seek elements of a strong family: feelings of self-worth and importance; a sense of belonging, guidance, and nurturing. Lal (1991) specified family factors that, in any combination, encouraged gang affiliation:

- *Home situation*—single parent, many siblings
- *People living in the home in addition to immediate family*
- *Minimal parent (guardian) support and guidance*
- *History of gang members in the family and/or gang members living in the same home*
- *Continuous drug use in the home by parent(s), older sibling(s), and other adults*
- *Emotional isolation at home*—constant TV watching, lack of conversation

Such conditions place an overwhelming burden on a family structure already stressed from many sides. The welfare of dependent family members frequently becomes secondary to the individual needs of the primary care giver.

Community Conditions

Communities with a history of gang activity, with other undesirable elements that are commonly visible and generally accepted by members, or with an established gang element in the community, are at risk of nurturing gangs. Once gangs are entrenched in the neighborhoods, the schools are next. The following conditions also influence gang activity:

- *Low socioeconomic (SES) conditions* are apparent from the deteriorated physical appearance of buildings and facilities.
- *Community resources* are usually sparse in low SES communities.
- *Community spirit* is difficult to arouse when basic needs are an urgent priority.
- *Business response* to rebuilding or maintaining these communities is limited.
- *Law enforcement's response* is characteristically reactive rather than preventive.

Individual Factors

Ban and Ciminillo (1977), Cohen (1955), and Haskell and Yablonsky (1982) specify factors that may lead to gang affiliation: rebellious nature of teenage youths, seeking personal identity not found in the mainstream, delinquent behavior and rejection of middle-class goals, psychological fear of ridicule for being different, fear of physical harm, weak self-image, cultural and language differences, and deviant behavior or unsocial personality characteristics.

"Being Down" for the Hood: Viewing the Gang Mentality

Gang members use "being down" to show their total commitment to an idea, object, person, or activity. Being down means "I will do anything for my gang, even give my life for it." The gang embraces the code that "Nothing is more important than the gang." As mentioned earlier, *hood* is another name for neighborhood, gang, or the "homeboys" (fellow gang members).

Why They Want to Join

Lal (1991) and Taylor (1988) reported reasons that gang members claimed for joining a gang. Many claimed that they joined simply because they wanted to be a gang member, a gangster, or a gangbanger. They liked the gangster image and said that they liked hanging out with their homeboys.

Family: A Sense of Belonging

Members show affection for fellow gang members through terms of endearment, such as homeboy or homie (from my home), brother or bro (like my own brother), blood or sangri (of my own blood), and Cuz (like my own cousin). Some say that the gang is an extended family, but members actually consider their gang *as family* and not as an extension. This concept heightens their sense of belonging and of being a crucial part of something they hold sacred. Gang conversation and slang terms demonstrate both family and community elements.

Esprit de Corps

Camaraderie goes beyond the bonds of friendship in a gang. Esprit is akin to brotherhood; it says "You are important to me and I am important to you," and "If you are in danger, I'll back you up as you'd back me up." Recall the "one for all, all for one" motto of *The Three Musketeers*.

Pride, Respect, and Recognition

Gang members believe that they receive respect because they are members and are feared by outsiders and revered by their peers as a result of their violence and criminality. A typical statement is "They know who I am. They respect me. I'm somebody." The following vignette shows the power of this feeling and how it can sometimes be supplanted by another sense of family.

A student returned to our school from a juvenile detention center after serving a 2-year sentence for severely injuring someone in a gang fight. When we asked why he was a gangbanger, he replied "that's my family, I do anything for them." This student felt that nobody cared about him except his homeboys. He hated all authority figures. He went to school only because it was part of his probation agreement.

For 4 months he received every positive experience possible. We told him that he'd succeed in spite of himself. He was assigned to the school security officer as an assistant, and the officer became his school parent. Teachers who were willing to work with him were handpicked. He had a few fights but was not suspended. Instead, he cleaned and painted certain areas of the campus. The school security officer got him on the football team as a running back. He still embraced gang values, but the athletic team became his family. He soon played at a 4-year university on full scholarship.

Codes, Rules, and a Sense of Direction

Gang members live by standards. They dress and behave according to gang expectations. Members are obliged to be clean and have impeccably clean clothes; one rarely sees an unkempt gang member. They are expected to maintain a certain image. Members

who cannot afford to dress like the rest of the gang are given the correct attire or money to buy the clothes. Many youths find this alluring and glamorous. Codes and rules give the member a sense that somebody cares enough to impose these standards.

Perks of "Hanging With the Homeboys"

In neighborhoods with many gangs, there is always pressure to join. Recruitment is a daily process because each gang wants to have more members than the next. Youths in these neighborhoods may or may not want to join a gang, but eventually many do join to ensure some perks of membership. Youths who join a gang are guaranteed protection from other gang members and from non-gang members. Those who exploit the "bad-boy" image are praised and encouraged by their peers. Gangs participating in drug sales typically share profits among members. Homeboys who are hooked can obtain drugs. Other gang activities (turf, extortion) provide financial rewards. Members can commit these common crimes with impunity because they are protected by their homeboys. Victims seldom inform on gang members, especially victims in Asian gang territories.

From "Wanna-be" to Hard Core: An Evolutionary Process for Gangs and Members

Gangs as well as individual gang members proceed through an evolutionary process. Phases mirror the social, delinquent, and violent gangs described by Haskell and Yablonsky (1982). The development of gangs and of gang members follows similar patterns (Lal, 1991).

Even well-established traditional gangs once had their beginnings. The initial phase of gang development begins with a few members gathering and hanging out at the same location over a period of time (Whyte, 1955). The next step is to "claim" the area or territory—either by "putting the word out" or by marking turf with graffiti. Members adopt a gang name, begin wearing certain

attire and paraphernalia, affix finger signs to their gang name (flashing), and assign nicknames (monikers). Original members probably do not go through an initiation ritual, but subsequent members do. These rituals fortify loyalty (Thrasher, 1927). Up to this juncture, gangs are considered to be *social*.

Once established in the neighborhood, a gang begins to "flex its muscles" by showing force, hanging out in large numbers, and issuing warnings to others not to "mess" with them (Haskell & Yablonsky, 1982). Members now engage in deviant and antisocial behaviors such as intimidation, extortion, assaults and fights, and petty theft. They now show the characteristics of the *delinquent* gang.

The next phase is the hard-core gang or *violent* gang. Members engage in serious illegal and violent crimes such as assaults with deadly weapons, drug use and sales, prostitution, drive-by shootings, mayhem, and murder.

According to one U. S. Department of Justice study (1983), well-established traditional gangs have moved from their highly populated, urban, socioeconomically depressed, and racially isolated neighborhoods to suburban, middle-income, less populated and racially mixed neighborhoods with relative ease. Recently, neighborhoods and schools have witnessed the arrival of two different types of gangs. Taylor (1988) referred to these as Organized Corporate Gangs (OCGs) and Scavenger Gangs (SGs). These two types were similar (respectively) to the Established Predominant Gangs (EPGs) and New Set Gangs (NSGs) described in Lal's (1991) study. The OCGs and EPGs exhibit characteristics that are more aligned to the older traditional gangs than do the SGs and NSGs. The EPG types adhere to a common goal, have identifiable leadership, have a sophisticated membership that can perform the necessary money-making tasks (drug deals), and are established in a neighborhood or territory. The NSG types are temporary. They have an unstable membership, no specific goals (other than providing a group that members hang out with), and are viewed by EPGs and others as wanna-be gangs. However, some NSGs maintain large memberships and are on the evolutionary path to becoming EPGs.

Today's EPGs and NSGs are the major gangs operating on school campuses. They exhibit both shared and unique characteristics. Shared attributes are attire, paraphernalia, monikers, graffiti, use

of slang, and other activities on and off the campus. Major differences are recognized in the culture of each gang. EPGs tend to maintain a low profile while conducting drug deals on campus. They are often seen as the "real gangs" on the campus. The NSGs tend to display overt behaviors that are frequently disruptive and a general nuisance to school officials. The NSGs are particularly found on junior high or middle school campuses and occasionally on elementary campuses.

The EPGs are predominantly of one race (Crips and Bloods, typically on the West Coast, are customarily Black gangs; gangs with place names such as Elm Street or Watts Varrio Grape Street usually are Latino; factions of Stoners are traditionally white). Lal found racial crossovers within geographically proximate gangs, such as Latino Stoner gangs (Lal, 1991, p. 86). Like the gangs, members display changing patterns of behavior. Prospective members emulate certain gang behaviors and participate in some activities before they are actually recognized as "gangbangers" (real members). Their activities determine where they are in the evolutionary process: wanna-be, peripheral, affiliate, or hard-core.

Wanna-be: Imitating the Behaviors

Wanna-be is slang for "one who wants to be." Wanna-bes romance the ideology of a gang. In a sense, wanna-be is a negative term; it also means poser, loser, pretender, not-for-real, ranker, punk, or "Mickey Mouse." Many school officials view the wanna-be as experimenting with gang behavior. But most school police disagree and state that a wanna-be who always hangs around the gang is a member by association (Lal, 1991).

Peripheral: The Part-time Member

The wanna-be and peripheral exist in a gray area. The peripheral hangs around, dresses like a member, flashes signs, and engages in other minor activities. Unlike the wanna-be, the peripheral is a recruited member and may participate in serious but not illegal acts such as intimidation and harassment.

Affiliate: The Real Gangbanger

Affiliates constitute the essence of the gang and are the true bangers, the real homeboys, and the indisputable "down for the hood" members. They engage in most illegal and violent acts, including murder should the need arise.

Hard Core: In for Life and Ready to Die

As the name suggests, the hard core member has been in the gang a long time (entered at an early age) and/or has done and will do anything for the gang's purposes, including killing and being killed. Hard cores are sometimes referred to as "hope-to-die-for" members.

Homegirl: The Female Gangbanger

Until recently, female members were viewed as extensions of their male-counterpart gang in the neighborhood. Often, they are the sisters, cousins, and girl friends of the homeboys. Recently, they have begun forming their own gangs and in some instances have become rival gangs in the hood (Campbell, 1990).

Third Generation: Born Into the Gang

Henry Riggins, Jr., an elementary school administrator in the Chicago public schools, commented that gang membership is beginning earlier and earlier. Some youths enter school already gang members. Although typically seen as a negative, this may actually be a positive: gang membership can be identified early. The young children of confirmed (Affiliate and Hard Core) gang members, they are considered gang members through the active participation of their real family member(s). Elementary students in grade three and above, and in some cases younger, can be seen imitating their older brothers or neighborhood gang members in dress and behavior. They are "romancing the gang" at this early age. To ascertain if a youngster is actually a gang member or is romancing the idea of belonging, one should look for certain signs, such as the child:

1. Only wears one color consistently (blue or green).
2. Begins to wear an earring in the left ear.
3. Has more money than most other students.
4. Is absent on certain days each week or month.
5. Begins to defy authority figures while gaining respect of his/her peers.
6. Draws tattoos on his wrist or arm.
7. Walks with a limp or strut.
8. Forgets to bring materials to class (does not want to be associated with being a "school boy").
9. Does not fear being disciplined.
10. Laughs or is nonchalant when parent conference or suspension is mentioned (parents probably are gang members).

These signs alert teachers and administrators that the youngster may be headed toward gang membership. Immediate intervention is needed to turn young students away from the gang. Punitive measures in the future will not be useful once the youngster becomes a full-fledged gang member.

Typical Behavior and Activities of Gangbangers on School Campuses

Homeboys not only protect each other, but they constantly encourage and instill a sense of pride (for being a member) in each other. Their attitudes, language, posture, and walk distinguish them from other youths. The result is a "gang look" or "gang attitude" that is habitually exhibited when members walk, talk, and react. Others explain this attitude as "The gangs act like they are better than the rest of us," "They're cocky," and "They know the students are afraid of them so they flaunt it" (Lal, 1991, p. 113). Members explain it as "You'd best not mess with us cause we be down; we get all the respect." This attitude is amplified when the gang is hanging out and roaming together, especially if they have a large audience like students on campus.

Milling: Gathering and Establishing Territory

Gathering and hanging out are not just casual occurrences for the gang. Milling is an integral activity that affords members a chance to foster camaraderie or "esprit" (Thrasher, 1927; Whyte, 1955). Milling offers a time for discussion, for planning activities, for a show of force, and as protection for members (Haskell and Yablonsky, 1982). Designated parks, street corners, and convenience stores frequently serve as claimed territory in the hood. At school, homeboys and homegirls stake out certain unofficial designated areas; unofficial because school officials neither prohibit nor sanction the member-designated gathering places. Milling occurs before and after school, but mostly during events and lunch time when a large audience will see them. Lunch benches, bleachers, and playing fields are popular hangouts, and once these areas are "claimed," other students will not intrude.

Communication: Gang Slang, Signs, and Graffiti

Members use nonverbal and verbal media for assorted reasons: as a secret code (to keep other gangs, law enforcement, and the public from infiltrating), to convey messages, to claim affiliation, to challenge rival gangs, to fortify bonds, and generally to project an image of uniqueness. (Conveying that "we're special, we speak a special language. We have our own peculiar signs so nobody knows what we're up to but us.")

Members use gang slang. Terms may change with geographic regions. This specialized argot is partly determined by the ethnic group using it, but some words like "homeboy" and "gangbanging" remain constant nationwide. Consider the following comments from a conversation with a Latino exgangbanger:

I was telling some [Latino] gangbangers about the [terms] Blood and Cuz. I told them that when I was growing up the Blacks used those terms. But if I said, "Hey Cuz," that was like saying you were my relative, we were related. It was the same thing when someone said, "Hey Blood," that was like saying "Sangri." Chicanos used to say, "Hey Sangri," and that meant you were related. But now some [Latino] members started

claiming Cuz and some claiming Blood. Because all the Blacks I knew, the Bounty Hunters, the Elm Street Gang would always say, "Hey Blood what's up, what's up Cuz," that's how they always talked. But that didn't mean like it means today. Today you say Cuz to some Bloods and you're dead or vice versa. [Bloods and Crips/Cuz are rival gangs.]

"Flashing" and "throwing" denote the use of hand signs and signals that serve the same purpose as the gang argot; gangs may personalize them. Gang signs are made by one or both hands; some are familiar and follow patterns of sign language used by the hearing impaired. It is not uncommon to see members and non-members flashing and throwing signs on school campuses. It becomes disruptive and dangerous when rival gangs flash their affiliations to each other. This is viewed as a challenge; signifying "We're the best, you ain't s—t, and you can't do nothing about it, so what's up."

The most prolific form of gang communication is graffiti. This written code represents the gang name/neighborhood, monikers of members (a roll call of some of the members with the name of the writer appearing first), and advertises the gang and its members. Graffiti may contain challenging messages to other gangs. For example, "Yo soy Chino de R.S.P. y que" meaning, "I am Chino [moniker] from Rancho San Pedro [gang name] so what? [a challenge]." When a gang's graffiti is crossed out, that is viewed as a direct challenge and a show of disrespect from a rival gang. Graffiti contains coded messages to confuse school officials and law enforcement. Some law enforcement agencies have guides that explain how to read and decode graffiti. Graffiti are on walls of buildings, freeway walls and signs, public transportation (buses, subway cars, trains), public benches, walls and fences of homes, and just about anywhere a member can write or spray-paint a message. Recently, "tagging" (display of "art work" and considered a form of graffiti not associated with gangs) has become rampant nationwide.

Stance and Walk: Saunter and Strut

Members can be seen standing and walking in ways that set them apart. The stance is often referred to as "standing duck-

footed," standing with feet pointed outward. Another form, leaning back, with one hand in a pocket and one foot against a wall is known as "holding up the wall." Both convey the uniqueness of the gang as does their stylized walk, a slow saunter, dragging one foot behind the other. The "pachucos" of the 1940s (a perceived Latino gang) had a slow strut when they walked (Mazon, 1984). Crips, a Black gang originating in Los Angeles, walk with a limp (presumably to emulate their founder who was wounded in the leg); this is known as "walking Crip Style" or "Crippling." Non-gang members who want to be thought of as "cool" strut and saunter similarly.

Symbols: Gang Paraphernalia

Symbols and trappings vary from gang to gang and are considered an integral part of gang existence. Symbols change over time: tattoos, earrings, colors, scarves or "rags," shoelaces, caps, belts, jackets, and high-top tennis shoes are just a few.

Dress: Color and Style

Pressures from law enforcement and school officials have forced some to drop their distinctive attire in lieu of a more generic style of dress. Sagging and baggy pants (black, gray, or khaki), white T-shirts, bulky jackets, and loosely laced tennis shoes are (now) the preferred dress of members. (Nongang students may also sport this type of dress, especially if it becomes a fad.)

In Los Angeles, the Crips and the Bloods (Black gangs) historically adopted the colors blue and red, respectively. These two gangs dominated Black gangs in certain communities of south central Los Angeles from the late 1960s to early 1980s (Furillo, 1983). Migration patterns reflect an increase of Latinos in previously predominantly Black neighborhoods. Latino youths began forming their own gangs but claimed the dominant color of the community. Schools in these communities are referred to as "blue" or "red." Crip and Blood members who move from their original neighborhoods carry their gang affiliation and colors with them.

Color is not only a symbol associated with gangs, it also indicates various modes of financial operations. Black is a neutral color

worn by most members, including Crips and Bloods, and connotes a "tough guy image" as exhibited by wearing Los Angeles Raiders' football team jackets. Members who wear green are sending a message that they are ready to buy or sell drugs.

Recruitment is an elaborate and ritualistic process. Not only a typical gang behavior, recruitment is essential to the gang's survival and maintenance. In traditional gang neighborhoods, some members are born into or "raised-up" into the hood. The success or failure of any gang depends on the numbers of its recruits. For example, such gangs as the Crips, Bloods, 18th Street, White Fence, and Florencia in LA have memberships into the thousands and have existed for over 20 years. Youths viewed by EPGs as being weak, losers, and basically "stupid" are not welcome. EPGs seek tough, streetwise, and industrious members to carry on their drug trafficking activities. Most gangs have some form of ritualistic recruiting practice. A few years ago recruits were required to show their prowess by fighting several members or running a gauntlet (members beat up on the recruit to see if he could take it). This practice is known as "courting" or being "jumped" into the gang. Members are "courted" or "jumped" in and out of the gang regularly on school campuses, especially during lunch time. School administrators should know the difference between a simple fight and a jumping-in ceremony. Those seeking membership may be required to participate in dangerous, violent, and/or criminal acts, such as theft, assaults and fights, armed robbery, rape, larceny, mayhem, use and sale of drugs, and sometimes murder (drive-by shootings).



Creating the Environment: Developing a Plan of Action

This chapter discusses establishing a philosophy and plan of action, creating a support team with specific tasks, information flow, and ongoing evaluation of procedures. The administrator is responsible for a safe and orderly campus that protects students and lets teachers and others work at the tasks of education.

To create an environment that is mutually beneficial for the school and students, the school administrator needs to initiate, maintain, and evaluate a plan of action. The methods devised for confronting gangs should be campus specific. However, some necessary procedures have conventional applications.

Establish a Philosophy and Plan for Action

When a campus experiences negative forces such as disruptive gang activity, the adoption of a unique philosophy may be in order. The "gang" philosophy should be a simple, publicized statement regarding the school's position about gangs, aligned with the general philosophy of the school. For example:

This school campus is a neutral and safe place. The only gang allowed here is the (name of school) gang. All students belong to our gang. It's our family. Negative and disruptive gang behaviors will not be tolerated on this campus. Members will not be ostracized simply because they are members, but they will be treated equally and fairly. If members engage in unacceptable behavior, they will be subject to disciplinary action.

Establishment of a gang philosophy starts the school's efforts to confront the problem. *Action* follows. A blueprint for *Action* involves:

- Creating a support team
- Analyzing the school environment; compiling data
- Forming goals and objectives
- Delineating specific tasks
- Planning ongoing evaluation and program modification

Create a Support Team With Specific Tasks.

Selecting school personnel who will work as a team with the principal to carry out necessary tasks is no easy feat. Lal (1991) discovered that this selection occurred in two ways: (1) the principal or principal's designee purposefully selected three or four people as a core group, or (2) certain individuals casually came together (self-selection) to tackle the problem. The former method of selection is more effective, especially when members were guided by a loyalty to the principal's philosophy toward the gangs.

Once the team is selected, charge members with specific responsibilities, including: (1) collecting and analyzing data; (2) conducting the needs assessment; (3) developing objectives, strategies, and evaluation techniques; and (4) performing other assigned tasks. Designate an office to be used for this concerted effort to achieve a safe, orderly school campus. The special space identifies this initiative as important.

Analyze the School Environment

Conduct a thorough assessment of current campus conditions. Compile data from many sources and by various methods: ques-

tionnaires to school personnel, students, and parents; review student behavioral and academic records; examine facility upkeep and operations (for graffiti and vandalism cleanup); observe social climate during nonclass time such as lunch and between-class times (especially patterns of gang members' behavior). Research those conditions in the community that affect the gang situation on campus and establish communications with community groups and agencies that can help.

Form Goals and Objectives

Team members should analyze data from the needs assessment, develop program goals, and define program parameters. Goals must be realistic. Administrators should not fool themselves into thinking that they can "rid" the campus of gangs as long as there is a strong gang element in the community. School officials should strive for a decrease in the visibility and negative on-campus activities of the gangs. Realistic and obtainable objectives should lead to strategies that can be implemented early on in the process and also gradually throughout the process.

Delineate Specific Tasks

Each task should be designed with four questions in mind: (1) Who is going to do it? (2) How will it be done? (3) When should it be done? and (4) How will we know it was done correctly? Initially, team members may divide tasks equally, according to resource and time constraints. Team members will need to recruit others from campus and community to expand the team's influence ("gang up on gangs!"). Later, tasks can be assigned based on the expertise of each team member. For example, the administrator in charge of student discipline reviews students' behavioral records, counselors review academic records, and the school police officer provides information on gangs in the community and on campus.

Continuous Flow of Information

Perhaps the most important step is for school personnel to cooperate and to communicate openly. Regular channels of communication

need to include school *and* community. Gang members often use modern communications devices, and without similar technology, school personnel are at an immediate disadvantage. But here the simple steps that are the most important are, ironically, the most difficult to take. As Lieberman and Miller (1984) point out, teachers' general tendency is to be private and to *not* discuss problems and issues; teachers do not embrace a norm of collegiality and sharing. This must change.

Working with gangs in and around schools is one area where anecdotes, sharing, and cooperation are especially important. By learning and knowing not only about gangs but also about what school officials and community groups have done to achieve successful outcomes with gangs, other educators can become more proficient in their work with gangs. Accounts of successes—and of failures—can help others.

Ongoing Evaluation of Program Operations

Evaluate all program operations constantly. The nature of schooling allows for both rapid and slow changes in many of the school's functions. Evaluation will focus on three program aspects that may signal possible changes in the school environment: (1) management of program operations, (2) execution of tasks, and (3) achievement of goals and objectives. Evaluation of program processes is just as important as evaluation of program outcomes. Formative evaluation conducted throughout the development and framing stages guides team members. Summative evaluation is valuable at the end of a semester or school year to provide "a look back" to determine if goals and objectives were met and if there was some improvement in the school environment.



Making the Plan Work

The junior high school where I became principal was covered with graffiti. I was told about some boys who formed the worst gang on campus. I began conversing with them where they hung out and arranged for a conference with the entire group. The students said that the school was there for the adults and the "smart" kids. They stated that they were disciplined, suspended, and even transferred for the slightest reasons. I assured them that this was their school and they had the right to receive equal treatment and an education; that they could see me any time because I was there to help them. In return for my help, they were to refrain from gang activities on the campus. They were to become involved in school clubs. At first they were skeptical and suspicious. I assigned four of them to my office as assistants. They were asked to assume responsibility for painting over graffiti and for keeping the campus graffiti free. They did. Graffiti virtually disappeared and negative and disruptive gang activities were reduced. These students realized that someone cared. The gang leader was elected student body president the following year. He maintained a 3.2 grade-point average from then until he graduated.

(JUNIOR HIGH SCHOOL PRINCIPAL)

This chapter discusses the necessary preventive, positive, and proactive elements of a radical approach designed to combat the negative aspects of gang activity; primary strategies that require immediate attention and implementation; and secondary strategies that can be applied gradually.

Portions of this chapter may seem overly prescriptive, authoritarian, or militaristic. But in effect, those at the school are mounting an offensive to maintain safety and a climate for learning. This is an all-out effort to have the school become the "extended family" for all students, including students who are gang members.

The administrator or administrative team must marshal the forces, share the knowledge, and activate the plan. Because each school campus has its own culture and characteristics, any plan must reflect the campus culture and incorporate its unique influencing factors. What is important is the understanding of a generic design that has far-reaching applications and that can be adapted and modified as necessary.

Set a Positive Tone: It Will Work!

By this time the campus administration knows that it takes a team effort to deal with gangs on campus. To set a positive tone, the leader and team members must be confident, dynamic, enthusiastic, and deeply involved in all aspects of the program. Idealistically, each team member assumes some individual responsibility and also works cohesively as part of the team. Realistically, the principal knows the cultural climate of the school and is ultimately accountable for program operations. Therefore, the high-priority task of cultivating and nurturing the interest of teachers, support personnel, staff members, and above all students rests on the shoulders of the school leader. This continuous task requires constant monitoring, is difficult (yet challenging), and in all likelihood will take considerable time to accomplish.

Select the Team and Designate Duties

The exact team composition is determined by the campus culture and the priority of the task. The leader will analyze several factors in determining the size of the team, who the members will be, and what tasks each person will perform. Consider:

- *Gang population* (What gangs, what types of gangs?)
- *Extent of the gang problem* (Mild, extensive, serious? What percent of the total student body?)
- *Availability* of time and resources (including personnel)
- *Specificity of tasks* to be assigned (Who does what?)
- *Confidentiality* (Protection for students and program functions)

The principal ideally but not necessarily should be the team leader. As the "instructional leader" the principal oversees, but is not always an active participant in, all campus programs, personnel, facilities, and general operations. Ultimately, the principal has responsibility for the safety of the school campus and oversees all procedures relating to discipline, school crime, and violence.

At the outset, the principal should have in mind some *general* plan, but the detailed tactical plan will be developed jointly by team members so they will possess and share comprehensive knowledge of the plan and of each other's designated tasks. Each team member will remain thoroughly informed about gangs on campus and in the community through increased communication.

Once the team players are on board, they will be responsible for the operational tasks of the action plan. Match players and tasks by carefully considering the players' individual skills (experience and knowledge) and their willingness and available time to perform the tasks. *Adequate knowledge of gangs and of plan operations is an absolute necessity for all team members.* Although certain team members will be responsible for specific tasks, all members will share in gathering and disseminating information that will be updated regularly. Operational tasks include:

- *Coordinating tasks* is the major focus of the team leader.
- *Analyzing school and community setting* is a team effort.
- *Principal*—inventories available resources and facility operations; reviews policy, schedules, and assignments; and establishes program parameters.
- *Administrator in charge of discipline*—peruses school discipline records of suspected gang members, documents the number and types of gangs and their activities, checks for patterns that offer clues to gang activity.
- *School police officer*—acts as a liaison between the school and outside agencies (community gang agencies, juvenile courts, and local law enforcement agencies), gathers data from these agencies regarding gangs in the community and on campus, and collects and records data on known and suspected individual members.
- *Support personnel*—if support persons have out-of-class assignments (such as counselor, psychologist, or coordinator), their spheres of responsibility are greater than that of a teacher. For example, a counselor can review academic records of known and/or suspected members. If a teacher's gang-related knowledge and skills are especially valuable, the principal may find some release time so the teacher can complete assigned tasks.

The team will develop and use a questionnaire for school personnel, students, and parents as a means of obtaining data. (See Resource A.) The questionnaire can also be used as a pre- and post-evaluation tool. The questionnaire might cover such items as general and specific knowledge of gangs, perceptions and beliefs about gangs, knowledge about the number and types of gangs on campus and in the community, extent and frequency of gang activities on campus, what personnel at the school have already done about the gangs, what school personnel should do in the future about gangs.

Maintaining the flow of information is perhaps the most crucial component of the operational tasks and specific strategies of each and every team member. One early task is to establish an oral and written *communication network* that will allow members to gather and continuously share information. Written communication is a

formal task with numerous facets, including legal documentation, notification of meetings, recording pertinent information shared at meetings, maintaining a record of duties and schedules, recording results of data-gathering processes, and documentation of major events.

Securing and maintaining equipment is a task that should be assigned to two team members; the primary charge belongs to the administrator responsible for discipline. Equipment such as hand-held two-way radios (walkie-talkies), materials for eradicating graffiti, and cameras (gathering evidence and photographing graffiti before it is eradicated) must be secured and maintained in good working condition.

Formulating Goals and Objectives

The school's "Gang Team" must maintain a realistic view about the gangs, their activities, and what can be done about gangs and gang activities on campus. Part of the team's collective responsibility is enlisting the broad-scale involvement of others in the school community (teachers and others) in the positive act of "ganging up on gangs."

In developing plans, goals, and objectives the team will consider the results of the needs assessment (analysis of school setting), the people necessary to accomplish tasks, the nature of the tasks to be completed, and the general culture of the school. Goals and objectives can be divided into those that will guide program operations and those that emphasize specific strategies related to the gangs and their activities.

Operational goals define what team players want the campus to "look" like after a certain implementation period. Each operational goal is supported by terminal objectives (desired results at the end of a specified time period) and process objectives (means to achieve the desired results). Because individual differences of campus culture impact the tone of school philosophy and goals, the goals and objectives presented here are general and serve only as a template to guide development of site-specific plans.

Operational Goal Number One: Positive, preventive, and proactive aspects of the gang intervention program will be preserved.

Terminal Objectives

1. Each team member will develop a positive attitude and be committed to the "gang" philosophy of the school.
2. Program goals and objectives will be communicated to all school personnel, parents, and students, and in the community as needed.

Process Objectives

- 1.1 Members will encourage each other to practice positive behaviors.
- 1.2 Actions of team members will be consistent with the philosophy.
- 2.1 School personnel will receive written notification followed by oral presentations in meetings.
- 2.2 Students will be issued notices to be taken home followed by oral presentations in assemblies.

Operational Goal Number Two: The integrity of the campus will be maintained.

Terminal Objectives

1. A comfortable and safe campus atmosphere will flourish.
2. Campus facilities and grounds will be clean and free of unsightly elements.

Process Objectives

- 1.1 All accesses to the campus will be secured by selected personnel throughout the day.
- 1.2 All supervisory personnel will be visible and easily accessible to teachers and students.
- 2.1 Students and school personnel will engage in campus beautification efforts.
- 2.2 A graffiti removal team will clean and paint over graffiti immediately after it has been photographed.

Establishing School Policy Related to Gang Activity

A policy describing how school personnel will regulate the behavior of gang members should: (1) be incorporated into the existing school policy, (2) be aligned with the gang philosophy, (3) be guided by the programs goals and objectives, (4) address issues that can affect the everyday operation of the school and educational process of students, and (5) include a list of encouraged and prohibited activities and the consequences for engaging in prohibited activities. Policy statements should be clear and concise and presented in printed form for school personnel, students, and parents. Several examples of policy statements are:

- (Name of school) is committed to maintaining a safe and positive environment for students and school personnel.
- Any negative activity that threatens the safety and disrupts the education of students is prohibited and will be subject to disciplinary measures.
- Disciplinary measures may range from simple detention to arrest and expulsion, subject to the type and severity of the infraction.
- All prohibited gang activities are subject to disciplinary measures.
- Articles of clothing identified as gang attire cannot be worn on campus.
- Placing graffiti on property, books, notebooks, book covers, and papers is a prohibited activity.
- Flashing of gang signs and yelling gang slogans and gang names are prohibited.

Review, Reform, and Improve

Evaluation results will guide program changes. In employing evaluation tools and techniques, consider the school climate and culture, program goals and objectives, team players and their assigned tasks, and the attitudes and reactions of school personnel and students toward the program. Data collected for these categories

will inform team members about successful program attributes and those that need attention. An effective evaluation program has several facilitating features.

- **Explicit directions:** Clear and easy-to-read instructions
- **Specific assignments:** Who is to do what, where, when, and how?
- **Definite time lines:** Designated times for completion of evaluation tasks
- **Criteria for success:** Ways for assessing effectiveness of strategies (How do we know it's working?)
- **Recommendations:** Suggested modifications and improvements

For example, an unobtrusive visual scan of the campus on a daily basis will show if your goal to reduce and/or eliminate graffiti on your campus is working. To ascertain if the school climate is moving toward the positive, more elaborate measures such as pre- and post-surveys, interviews, observations, perusals of records, and so on are needed. The analysis of data becomes more specific, too.

Strategies: What to Do and How to Do It

Some strategies involved in creating a program to reduce and/or alleviate negative gang-related activities on school campuses require immediate attention and implementation, whereas others may require long-term intervention. Lal (1991) discovered that strategies specifically designed for a particular aspect of gang behavior were more effective than those designed for general discipline problems. For example, strategies created to recognize, identify, and document the existence of gangs helped school officials' efforts to track gang activities on campus.

Specific Primary Strategies That Require Immediate Attention and Implementation

Once people acknowledge that gangs are on campus and accept that gang behaviors require attention, specific techniques can ad-

dress the problem. These techniques are not static because the gang population and gang activities are constantly changing. Gangs come and go. Even on a daily basis, their membership is tenuous at best. Older, established gangs have core members but are constantly recruiting. School officials need to revise strategies continually to keep up with the transitory nature of the gangs. The two major strategies are (1) define, identify, document, and interact with your gang population, and (2) identify and establish school policy for negative and positive activities. These two strategies can be developed and implemented concurrently.

Define the Gang Population

Determining who the gangs are on the campus and in the community requires all team members, but especially the administrator in charge of discipline and the school police officer. Steps involved include:

1. Supervisory personnel observe all areas of the campus where students gather in groups and display obvious gang behavior.
2. Look for visible signs of gang paraphernalia such as clothing, tattoos, and graffiti on books and on personal belongings (such as on tennis shoes).
3. Notice the patterns of congregation: milling, hanging around, and groups roaming on campus. Observe the way students walk, stand, and act.
4. Watch for signs of the group claiming territory: graffiti on benches, tables and on the ground of the gathering place. A claimed territory is not occupied by other students in the absence of the gang.
5. Recognize overt and subtle forms of communication: listen for gang names and gang vernacular/slang/slogans, and watch for the flashing of gang signs.

Identification: Specify the Gangs and Members

After you determine that the observed groups are gangs, initiate an identification process. Record and share these results.

1. Identify the individual groups by their gang name and gang sign.
2. Identify individual members by name, moniker (name assigned by the gang), and "placa" (printed form of the moniker). In this manner you are discovering gang affiliations between gangs and their members.
3. Distinguish identified gang members and classify them as wanna-be, peripheral, affiliate, or hard core. Also notice other students who "hang around" the gang or seem to be romancing the gang.
4. Associate the gangs with their "claimed" territories. One way to accomplish this is to check graffiti in the area and graffiti on the personal belongings of members, then compare them for similarities.
5. Recognize any distinctive features/gang paraphernalia within gangs: rags, colors, caps, shoelaces, belt buckles, and so on.
6. Discern certain activities such as milling, roaming, harassing, intimidating, face-to-face confrontations, and fighting. These activities will reveal what type of gang it is (new or historically established) and in what phase of the gang evolution process it is (social, delinquent, violent).
7. Compare and share your data with, and request data from, law enforcement (either school police or local police) and any community agency that deals with gang activity. Use the information gained from these agencies to verify and bolster your data.

Documentation: Maintain Accurate Records

Evidence for the existence and identification of gangs, their membership, and related activities on campus and in the community can be compiled and recorded in various ways, depending on the resources available.

1. Maintain written records (computer files or handwritten logs) containing name, moniker, address, phone number, name of parent/guardian, gang affiliation (include names of the other members of the gang), sample of their placa (if possible), classification (wanna-be, etc.), and known hang-outs on campus and in the community.

2. Assemble visual files by obtaining photographs of individual members.
3. Photograph all graffiti on building surfaces, table tops, desks, and other areas before removal. Maintain a separate photo file for graffiti.
4. Confiscate and log in books, book covers, notebooks, and papers containing graffiti. (Return books after student has made restitution for damage.)

Interaction: Conference, Converse, and Counsel

Interaction between school officials and gang members is crucial. Keep communications open. Team members must know and communicate (formally in conferences and counseling sessions and informally in casual conversations) with as many gang members as feasible. To avoid duplication of efforts if you have a large gang population, divide the task of formal interaction among team members.

Formal Interaction

1. *Conference with individual students.* Call in individual gang leaders and inform them that you recognize them as a gang and that you are observing them and their activities. Discuss with them school policies prohibiting gang activities that are disruptive or illegal and the consequences of these actions.
2. *Conference with parents of individual members.* Inform them that their child is associating with a group of students identified as a gang. Provide them specific information regarding the gang their child is affiliated with, such as the name of the gang and the child's moniker. Apprise them of school rules and regulations regarding gang activities and solicit their support in the school's effort to curtail negative and disruptive gang activities.
3. *Conference with individual gang members.* Make each member aware that you are available to him or her for any reason. This interaction allows officials and gang members an opportunity to know one another on a personal basis and helps to establish rapport.

4. *Document all formal interactions.* For example:

A teacher referred a young man to me (as dean of students) for being rude and disruptive. Later this student was arrested for possession of marijuana. These behaviors turned out to be part of his gang initiation. He was from Egypt and experiencing difficulties assimilating into mainstream society. He felt ostracized, but the gang welcomed him.

I changed the student's class schedule and made him my personal office monitor. He was shocked, as were teachers and counselors. I introduced him to another office monitor who had been expelled from another school for burglary. Both students were romancing the idea of joining a gang. We decided that they would become school service club members and hall monitors. This turned their negative energy into positive action. Their grades and overall behaviors improved. They became key allies in turning other students away from gangs.

Informal Interaction

1. Engage in dialogue with gang members during their milling periods. Engage them in casual conversation of a non-threatening and/or nonintimidating nature. Initial contacts should be brief. In subsequent meetings, "go with the flow" of the conversation.
2. Target certain individual members and involve them in "friendly chats" at regular intervals.
3. Approach the gangs as they roam; stop them and enter into purposeful conversation asking, "What's going on? Where are you guys going?" The goal is to curtail the roaming and to maintain close contact.

Identify Negative and Positive Gang Activities

In most communities, gangs are located in isolated geographic pockets. A major portion of their disruptive, illegal, and often violent crimes occurs within these neighborhoods. Because media attention is pointedly focused on the criminal behaviors exhibited by gangs, nongang people may not envision any positive aspects of

gangs. A school campus mirrors the attitudes, beliefs, and mores of the larger society, and school officials often are hard-pressed to recognize any positive attributes of the gangs and their members. However, the institutional nature and physical environment of a school setting can amplify the dichotomous (negative and positive) conditions existing within gangs. Unlike in the hood, where the gangs are virtually free of adult supervision, in the school there are teachers, counselors, administrators, and other support personnel present during class and nonclass times. Under these conditions: (1) gang members are less likely to engage in hard-core activities on campus than in their hoods, and (2) school officials have an opportunity to observe and recognize positive as well as negative activities of gang members.

Negative gang activities create a disturbance, interfere with classroom instruction, disrupt normal operations, and jeopardize the safety of individuals on campus. Gang activities such as milling, roaming, flashing signs, and yelling out gang slogans can be considered negative if they meet the above criteria. Writing graffiti, tagging, harassment, extortion, intimidation, face-to-face confrontation, fights, possession and sales of drugs, and possession and use of weapons *are* negative activities.

- School personnel must recognize and respond to these negative activities.
- Develop and use consequences for the identified activities.
- Publicize consequences for negative gang activities.
- Post lists of prohibited and encouraged activities.
- Employ due process; be fair, firm, and consistent.

Lal and Lal (1991) suggested that in addition to the regular disciplinary actions, such as warning, paper pick-up detail, detention, conference with student and/or parent, suspension, opportunity transfer and expulsion, school officials should employ special actions such as graffiti clean-up, monetary restitution, isolation from the gang during nutrition and lunch, Saturday detention/work detail, group conferences and counseling with gang members and their parents, mandatory attendance at weekly meetings with gang counselor, and referral to community antigang agencies.

Disciplinary actions for gang-related infractions of school rules and regulations should reflect *type of activity, intent, frequency of occurrence, and severity of the infraction*, and school officials should develop guidelines accordingly. For example, assign a gang member engaging in graffiti of a classroom desk for the first time to graffiti-removal detail for that day, notify the parents, and require monetary restitution. If he or she is caught a second time, assignment to Saturday work detail, parent conference, monetary restitution, and a warning of possible arrest or school transfer are reasonable options.

Positive gang activities bring about camaraderie, cohesiveness, and foster harmonious feelings within and between individual gangs. Of all the techniques and strategies employed in an effective plan, recognition of positive gang activities will be the most difficult and will require that all school personnel expend a great amount of time, effort, and skill. It is ironic that positive acts can occur during the commission of negative acts. For example, a show of cohesiveness happens when the members post "look-outs" during graffiti writing or recruitment activities. Positive behaviors are more easily observed during the milling and roaming periods.

- Recognition of positive gang activities is complex because such activities are subtle.
- Note and discuss these activities with other team members.
- Use this information in building rapport with gang members.

Secondary Strategies: Measures That Can Be Employed Gradually

As team members learn more about their gang population, they can employ techniques designed to provide a positive and safe environment. Modification of existing schedules, programs, and activities is a necessary yet gradual process. Changes will involve school personnel, students, parents, and interested community members.

- Evaluate supervision schedules to ascertain location of key personnel.

- Reassign (if necessary) the most able supervisory persons to identified gang hangouts.
- Devise contingency schedules for absences of personnel and for emergency situations. All supervisory personnel must learn to recognize signs of impending *negative* gang activity by observing distinct warning signs, such as unusual activity/movement within the milling area, attraction of other students during milling and roaming, roaming to a targeted destination (rival gang hangout), flashing signs and yelling gang name at rival gang, and absence of significant number of members from their usual hangout.
- Issue "walkie-talkies" and encourage supervisory personnel to communicate any unusual and/or suspected negative gang activities to one another.

Permit Changes in Individual Student Programs

Scheduling may result in clustering of gang members in one or more classes. In this case it may be appropriate to change a program or class schedule of individual gang members. Counselors should investigate the gang identification records to discover gang and rival gang affiliations before rescheduling. Programs may also be changed to accommodate the needs of a particular member, either for academic concerns or for protection.

A 10th-grade female student said to me (the principal), "I need your help. I'm trying to get out of a gang but can't." Her gang fought with another gang the previous night and one girl was badly hurt. She was scared for her life. We discussed the options, including transferring to another school. She refused the transfer, saying that she still lived in the neighborhood. The school police officer, the dean, and I brought the opposing gang members together and allowed them to express their views and vent their anger. After several sessions, both gangs agreed to stop fighting and to attempt to coexist peacefully, at least on campus.

The female gang member was still afraid because her own members did not want her to quit the gang. She began ditching (skipping) school or only attending one or two classes. I called in her gang colleagues and told them that I was taking personal responsibility for her and that they must allow her to

make some decisions. They reluctantly agreed. I met with her, explained what had happened, and placed her on an attendance contract. A few months later, she joined the basketball team and improved her grades and attendance. She still identifies with her "homegirls" but does not participate in their activities.

Establish Community-Based Gang Counseling Sessions

With the increase in gang membership and activities throughout the country, various federal, state, and county agencies and task forces are working with students involved with gangs. Some agencies have established counseling sessions in the community and on school campuses. If a gang counselor is available, school officials should take advantage of this expertise and arrange for counseling sessions on campus. If a gang counselor is not available, enlist the services of school personnel trained in either group counseling or conflict resolution. Counseling sessions should include but not be limited to the following:

- Strict adherence to established guidelines at all times
- Mandatory attendance
- Equal number of rival gang representation
- Participants in the counseling group not to exceed 12
- Maintain the confidentiality of members
- Relevance of topic within school policy

School officials who have no campus resources may assign gang members to community counseling sessions. Community agencies may also be able to offer services to the school, to gang members, and to their families. Investigate the agencies available and decide which have the most appropriate programs for your gang population. Offer a list of these agencies and programs to the gang members and to their parents.

Institute Programs for Parent Education and Involvement

Educators should make every effort to involve parents in the educational and social endeavors of their children and most as-

surely to enlist their help in dealing with gangs. Many parents find it difficult to attend school functions. Special arrangements for parent conferencing, counseling, education classes, and other school activities may be in order.

- Inform parents about school policy on gang activity.
- Advise parents of tell-tale signs of gang behavior.
- Provide parents of identified gang members with specific information about his/her gang and encourage them to observe their child in school, during class time, at lunch, and/or after school and to become involved in school activities.
- Set up a special counseling program for parents and establish parenting classes.
- Encourage parents to interact with one another: telephone trees, home meetings, and support groups are a few ways parents can share information.

Chapter 4 has provided step-by-step ideas for organizing the school personnel and the entire campus to deal directly with gangs and gang activity. Key to success are open communications, a true team approach, recognition of negative *and positive* gang behaviors, parent and community involvement, and consistent use of quick and decisive actions in dealing with the gang issue.



A Radical Approach: From Isolation to Assimilation

This chapter discusses the asocial and alluring nature of gangs, describes a process of assimilation, and suggests ways to develop and cultivate a positive style of leadership.

Gangs are characteristically cloistered in their neighborhoods and on school campuses. Some would say that this is by choice, that members desire to be isolated from the mainstream so that they can perform their activities away from the watchful eye of the general public. Others contend that the type of youngster who joins a gang may have already been shunned by society at large and seeks the companionship, recognition, and support that the gang can offer. Whatever the motives, youth gangs have evolved into a culture separate from mainstream culture.

In the past, youths who joined gangs were from communities considered to be at the lower end of the socioeconomic scale; today that is simply not the case. The *allure* of gangs and gang activity is contagious and influences many of our young people. School campuses, where they can strut their stuff in front of others, offer a great opportunity for early behavior to escalate to epidemic proportions.

The Isolation and Attraction of Gangs

Gang members isolate themselves from other students, especially during nonclass periods. Typically, they gather in groups at locations that are not frequented by other students. They have special names for each other, speak in gang patois, dress in particular attire, adhere to a code of silence, and are not involved in school activities, sports, and/or clubs. These behaviors serve not only to segregate the gangs, but they also add an illusion of mystery and glamour to them, much like movie or other media idols. Students who are infatuated with gangs often emulate these behaviors.

Students who romance the gangs often are wanna-bes and may be snared by the charisma of the gangs. Observable signs can assist school personnel in determining if students are transitioning or evolving into gang members:

- Notice the hair styles and attire of the wanna-be.
- See if the wanna-be has any gang markings on his person and personal belongings.
- Ascertain if the wanna-be has "attached" him/herself to one or two gangs' members. When the gang begins to roam, observe the wanna-be; note if he or she walks with (not follows behind) the gang.
- Detect changes in attitude, especially toward authority figures.
- Review academic and attendance records. Note if there is a decline in marks and check for excessive excused and non-excused tardies and absences.
- Make inquiries. Question teachers, parents, and other students to discover any changes in behavior and attitude.

Once you determine that the wanna-be is in transition, document the evidence, conference with and counsel the youngster, and inform parents. A notice to parents may stifle the evolutionary process. Sometimes, more innovative methods may be in order.

School officials need to understand the phenomenon that the gangs have a "built-in" distinction: *They are isolated and at the same time attractive.* On one hand, school officials may accept the

isolated tendencies and even seek to contain the gangs for various reasons: They are easier to observe and supervise, containment reduces the chances of unobservable confrontations and injurious recruitment practices, and isolation lessens the chances that gang members will exert undue influence on the rest of the student body. On the other hand, gang isolation and aloofness only add to their glamour, mystery, and fascination. The more they are isolated, the more mysterious they become. School personnel must try to "break down" the invisible wall that surrounds the gangs, to assimilate them into the school society, and in essence to "normalize" their existence. Officials need to recognize that the same factors or qualities (camaraderie, recognition, and a sense of belonging and self-worth) that attract youth to the gangs can also lure them away from the gangs. Understanding and recognition are the beginning stages of the assimilation process.

Initiate the Assimilation Process

Any change will meet a certain amount of resistance. This is especially true if patterns have been established over a long period of time. Educators in neighborhoods with entrenched gang activity must be realistic in their attempts to bring their gang populations into the mainstream student body. Efforts to work with and/or assimilate gang members have often focused on the individual member. "Adoption" of a single member by an adult has been successful, albeit on a small scale. But if officials want to visualize a change in their gang populations, they must employ innovative and sometimes radical measures, not with one individual but with the entire gang. Working with the gang as a unit is the next stage of the assimilation process and paves the path for further work with individual members (Lal & Lal, 1991). It also permits the gang's support system to remain intact; *members are more likely to participate in your program if they are not separated from their homeboys. Set high expectations, but don't despair if they are not all met*—not all members will buy into your program. The process of assimilating and, hopefully, socializing the gangs is long and tedious. It may include the following concepts and procedures:

Accept the Gangs on Campus

Many behaviors manifested by gang members are considered antisocial and are different from those expected by society at large. The radical concept that a school should accept the gangs on campus is not merely an acknowledgment, it is much more. It is the acceptance that each member is just as important as any other student and therefore should be treated like any other student. All school personnel who will be working with the gangs need to be sensitive to their peculiarities. Acceptance does not imply sanction; negative gang activity must not be tolerated. *You accept the person. You do not accept disruptive behavior!*

Essentially, acceptance suggests that some effort will be made to change or at least to limit the negative behavior. Similarly, the basic premise of a proactive, positive, and interventive approach to gang problems is that *desired positive characteristics and behaviors increase as unwanted negative ones decrease*. Gang members—and indeed any students experiencing difficulties—need to be provided with opportunities for success and should be bombarded with positive reinforcements.

Recognize the Gang As a Unit or Club

Established clubs for students, either for service, for sharing information, or just for "fun," are endorsed by school officials and usually sponsored by teachers. Most activities of these groups are viewed as positive. They create bonds among members, permit opportunities for students to perform valuable services, offer extracurricular outlets, and provide group as well as individual recognition. Club members participate in school pride and spirit activities; they become involved and assume "ownership" for their school. Gangs share most features of school clubs, but their efforts and activities are usually viewed as negative. They are not affirmed by school officials, have no adult sponsor, and are not encouraged to participate in schoolwide activities designed to foster school spirit, pride, and ownership.

School officials will want to contemplate several factors before granting gangs "club" status: number of gangs, size and type of each gang, and extent of rivalry between gangs. Decisions regarding

how clubs will be created and function depend on many factors, such as how many "clubs" will be established and when, will club membership have members from one gang affiliation or members from other affiliations, can nongang member students join this type of club, who will sponsor these clubs (matching adult with the gang), by whom and how will criteria for continued membership be set, and how will purposes and activities be determined?

Recognizing the gang as a club requires that these groups will mirror the same characteristics as do the established clubs. Memberships in clubs and participation in sports activities sometimes have entrance criteria, such as academic grade requirements (must maintain a "C" or better average), citizenship obligations (no unsatisfactory marks), and no disciplinary record. Obviously, entrance criteria for gang members are inherent and membership is already intact. Now, all that is necessary is to affirm that gangs can function as school clubs if they meet required criteria.

Sponsors should encourage club members to be involved in activities such as school beautification, school fund raising, philanthropic endeavors (volunteer at senior citizen homes, hospitals, and community service agencies; tutor at elementary schools; adopt a younger brother or sister), and promotion of school spirit and pride. The sponsor should recognize all efforts of each member and focus on the positive attributes.

Involve Gang Members in School Activities

A key word to successful involvement is *interaction*. Interaction with individuals or with groups of gang members serves several purposes. Foremost, it permits communication between the authority figure and the gang member, hopefully in nonthreatening positive situations, and it creates relationships. Lal (1991) observed administrators visiting gangs at their hangouts on a daily basis, and when the administrator missed the meeting, members actively sought out the administrator and inquired about his/her whereabouts. They actually expected the daily visit. This was a positive assimilation element. Other methods of involvement and interaction are important, too:

1. Conference with gang members to let them know that the school is interested in them and their problems and that they have communication lines to school officials.
2. Assign administrative and counseling staff to two or three gang members as "adoptive parents" on campus.
3. Designate members to roles such as office and hall monitors, teacher's assistants, and other responsible positions on campus and explain that accepting the position requires appropriate attire and deportment.
4. Involve members in school functions through roles such as ushers or hosts or guides.
5. Convince members, especially the leaders, to run for student government and other leadership positions.

Develop a School Progress Profile

Documentation of the assimilation process for each gang member is highly desirable and easily accomplished through the development of an *assimilation profile*. Use the profile to chart the behavior of the member throughout the assimilation phase so that each member is periodically evaluated and does not fall through the cracks. Profiles should be maintained and held confidential by the administrator in charge of discipline. However, any school personnel who has direct contact with the member can enter information concerning academic progress, attendance, disciplinary matters, and any observable attempts at or successes of nongang related involvement in school activities. Note that this profile is separate from the information gathered and logged in the *identification file* during the initial analysis phase, but some data for both files may overlap. Baseline dates for information should coincide with the first conference date held with gang members. Because this profile shows progress and emphasizes positive and preventive aspects, *do not* enter profile data prior to starting this phase of your program.

During initial conferences with gang members, notify them that you will keep an individual profile of their behavior and that they will receive assistance with any problems they are experiencing. Identify specific types of available help and how they can get

access to it. School personnel can devise several methods to enhance the assimilation process. Some recommendations that have proven successful are:

Academic Progress

1. Discover and list strengths and weaknesses in academic abilities and discuss these with the member.
2. Compliment him or her for successes and point out the need for improvement.
3. Assign members to individual or group tutoring sessions.
4. If needed, modify a program, change classes and/or teachers.
5. Place members on weekly progress checks.
6. Present awards for improved academic performance.

Attendance

1. Review attendance records to ascertain habits of tardies or trancies.
2. Conference with members either to commend them for good attendance or to indicate poor attendance habits.
3. Determine reasons for excessive tardies and/or absences.
4. Request assistance from parents or older siblings for those members with attendance problems.
5. Include members' input for decisions regarding incentives and consequences. Some examples of incentives are lunch with his or her favorite adult on campus; for every week without an absence one truancy is removed from the record. Some examples of consequences are paper pick-up, detention, and exclusion from school activities for a set period of time.

Discipline

1. Examine disciplinary files to decide if there is a tendency toward disciplinary infractions (do not assume that all gang members have negative records).
2. Confer with any member who has a record of disciplinary problems.
3. Involve members in developing individual contracts. The contract should include school rules and regulations, consequences for violating them, and a special clause stating

that the member will accept responsibility for his or her actions. Have the member sign the contract.

4. Provide incentives and positive recognition for improved behavior. Do not assume that the gang member can accomplish these tasks without adult support. The adoptive parent's basic function is to provide this support and guidance and become an advocate for the youth.

Develop and Cultivate a Positive Style of Leadership

Creation of a positive school climate requires diligence and commitment. The long-term goal is the development of a proactive operational style designed to bring about positive change, not only because a gang problem exists but for general improvement throughout the school. As leader, the principal assumes responsibility for the positive climate of the school. Yet, all school personnel in positions of authority—every adult on campus—should develop and cultivate the qualities of a positive leadership style necessary to foster a positive environment. School personnel must be confident and believe that if the principal takes the initiative and leads the staff in an all-out effort to change student behavior, if the students are inundated with positive and proactive tactics, if students and staff are expected to behave and perform in a positive manner, and if new positive approaches to discipline are introduced to students and staff, then dramatic changes will occur in gang assimilation and socialization.

In this *Handbook*, we have already discussed the basic elements of establishing a positive tone on a school campus: philosophy, specific policies, goals and objectives, strategies, communication network, personnel and tasks, equipment and resources, and evaluation. What remains now are suggestions for developing, cultivating, and sustaining an exemplary leadership style in dealing with gangs on campus.

Prepare for Change

Gather all pertinent data that will facilitate a confident presentation to the school staff of the new approach to the gang problem.

and the overall school environment. Encourage discussion but emphasize that change is imminent and necessary. Present information at small-group meetings; meet separately with certificated, clerical, custodial, cafeteria staff, and other support staff. Inform students through grade-level assemblies and parents by mail and in parent conferences. Visit with key groups and agencies in the community. Place constant and meaningful reminders in the school bulletin and in school mailers. *Communicate.*

Involve Pertinent Personnel in Planning and Operations

Include staff in subsequent decision-making processes by soliciting ideas, suggestions, and their commitment to work on committees. Support and encourage enthusiastic personnel and anyone who will take the ball and run. Reevaluate opinions regarding staff; some staff members may have been waiting for years to work on such a project.

Identify Positive Attributes of Staff

Distinguish desirable traits among personnel and capitalize upon them. Request that they act as role models for the rest of the staff by conducting small group meetings, presenting innovative ideas at in-service and staff development sessions, directing lessons in selected classes, sponsoring a group of gang members, facilitating parent meetings, and acting as liaison between school and community. In special cases, they may mentor staff members who are slow to respond to the change.

Nurture Those Who Are Slow to Respond

Provide extra assistance to staff who are experiencing difficulties with the new approach—assign a mentor. Schedule classroom visitations where successful positive components are being modeled. Challenge the doomsayers. Send them to observe similar programs on other campuses. Create small-group rap sessions where they can discuss their reticence to change or to work with gang members. Help them work through the change. *Attempt to cultivate*

flexibility in these individuals by *requesting* their participation in program operations and activities.

Effectively Use Significant Others

One or more persons who reside in the community may have an affinity for working with gang members in positive ways. School officials can benefit by enlisting their help. They probably have a wealth of information about the gang population in general and gang members specifically. Arrange for their attendance at crucial meetings and conferences and petition their services for selected activities.

Practice and Model Positive Traits

Most human beings like to be treated with respect. Show consideration to everyone on campus, including *all* students. School officials are in an ideal position to become positive role models. They must demonstrate their concern by becoming actively involved with staff, students, and parents in an affable manner in many different situations. Inspire teachers and other staff personnel to interact with each other, with students, and with parents in a similar fashion.

- Be visible and accessible: High visibility assists familiarity and adds a sense of assurance that *someone is there and cares*.
- Learn the names of students: Knowing the names of students places the relationship on a personal level. Students are more likely to respond to their names than to an anonymous "Hey you," particularly during a fight or other campus disturbance.
- Engage students in friendly informal conversations: Many interactions between administrators and students are formal and occur in offices. Informal conversations tend to ease unwarranted tensions between students and authority figures.
- Constantly instill school spirit and pride: Remind students that the school belongs to them, and that they should keep it clean and calm. This can be accomplished through bulletins,

announcements, formal and informal conversations, grade-level meetings, assemblies, and notices mailed home.

- Use constructive criticism: Request proper manners, language, and general behavior from students. Explain why it is necessary to act and speak appropriately and respectfully, especially among adults. Remind students that *in order to receive respect, they must also give respect.*
- Verbally reward students for good behavior: Tell a student what a good job you think that he or she is doing, or that it pleases you that he/she is making improvement in academic or social behavior. Write a positive note.

Initiate Alternative Discipline Procedures

Most traditional disciplinary actions for school infractions are designed to punish the person who has committed the deed. Suspension, transfer to another school, expulsion, and even arrest are sometimes necessary, but all should be a last resort and used for cases of a criminal and violent nature. Let students know that the discipline procedures will be changing not only for gang members but for all students. Have the attitude that suspension is an unacceptable vacation for negative behavior: "If you mess-up at this school, you will work it off on campus." Additional alternative measures for gang-related negative activities are as follows:

<i>Activity</i>	<i>Alternative Disciplinary Measures</i>
Graffiti; writing on school property	Regardless of who wrote, ensure that all members of the gang whose name and/or monikers appear in the graffiti will clean and/or paint over the defaced area.
Intimidation	Make the perpetrator responsible for the safety and well-being of the victim until the close of school. Establish consequences if anything happens to the victim.
Recruitment (jumping-in)	Even though there is no victim, this form of fighting is disruptive. Detain the entire gang after school for a week to do general school beautification.

Fighting (one-on-one)	Have both fighters spend nutrition and lunch time together for two days supervised by an adult.
Fighting (gang vs. gang)	Severe involvement results in suspension, transfer out of school, and/or arrest. If it is not a severe fight, assign all involved to work detail on Saturday.
Extortion	Repay extorted money and work in cafeteria or some other area for one week.

Seek parental support for these alternative measures. Explain thoroughly that refusal to participate in the alternative discipline may result in more drastic measures, including suspension or removal from the school.

Institute Reward and Incentive Programs

In addition to the individual rewards and incentives for gang members, school leaders can bolster the morale of the general student body by increasing the number and type of awards at little or no additional cost. Some rewards that can be offered include field trips, picnics, movies, and early dismissal from school. Support for some rewards can be obtained from community businesses, PTA, and school fundraisers. Gang and nongang members should be paired together in some events to encourage relationships between the two groups. If students realize that you notice and appreciate their efforts at improving their own performance and the general atmosphere of the school, they will try harder.

Adjust Curriculum and Instruction

This step will be one of the most difficult as its success will require the full cooperation of the entire faculty. Teachers must expand their repertoires of instructing (employ group activities, peer tutoring, cooperative strategies) and of motivating and rewarding students (employ inclusion, group rewards, project teams). Faculty will need to review curricula to assure that they are using challenging and appropriate content and materials. Innovative use of technology will add interest and allow students to demonstrate

their skills with technology. Student-led learning teams, problem-based learning, integrated learning units, and other active-learning approaches may engage the interest of all students—including the gang members who may now find some ways to be involved.

Final Remarks

Youth will constantly seek supportive and nurturing relationships. They want to feel good about themselves and they want to be recognized for their deeds. When they do not find these things in their family, immediate environment, or at school, they likely will pursue other avenues. If these avenues are positive and socially acceptable, the youth are congratulated in society. If another path like joining a gang is chosen, they are ostracized by mainstream society. However, being a member of a gang is likened to being a member of a family; both environments provide a sense of belonging, importance, and fulfillment of need. The downside of being a gang member is the participation in deviant, criminal, and violent deeds. Parents and school personnel must understand the nature of the gang, the attraction it holds, and the needs it gratifies if they are to compete for these youths from a position of strength.

The intent of this handbook has been to provide some of the information necessary to enter into battle and eventually win the gangs over to the positive side. The suggestions and strategies are feasible and understandable. Educators probably have myriad strategies that have not been addressed in this presentation, but perhaps this is a needed beginning.

Do not be fooled. Be realistic. Do not assume that the school alone can eradicate the gangs on campus. Hope for and work to accomplish the reduction of negative and disruptive activities on school campuses. Gang up on gangs, but work *smart*. Make the school a surrogate extended family that embraces all students, as long as the students respect this "family" and its property. Creatively turn difficult situations to your benefit, and remember that humor and a touch of acting ability will help you.

I was hired as a young substitute teacher in an inner-city school in Los Angeles. I was the fourth teacher in 3 days. The others had refused to come back. The classes were bizarre. Students were gambling, some were running around, while others talked incessantly. I asked the class to be quiet and take their seats. No one listened. I asked again, to no avail. Then a student walked up, looked me right in the eye and said "You Mother F——r, I'm gonna F—— you up." I turned to him and said, "Hey, I told your mother not to tell anyone." The student and the rest of the class were stunned, then some began laughing. I had beaten the student at his own game.

I demanded that the student follow me outside the room. In the hallway I shook my finger violently at him (the other students were watching through the window), while telling him that I recognized he was a leader and that if he could bring the class under control and become my assistant, he would receive an "A" in the class. At first he was reluctant but then agreed. Later that day I discovered he was a leader of the largest Crip gang on campus. We became friends, and the remainder of the school year was a joy.

Finn (1989) expressed the efficacy of the participation/identification model for bonding students to school and reducing drop-out. Elias and Srebnik (1993) suggested that educators add the five Ss to the traditional three Rs of schooling. Salience, skills, support, sustenance, and synergy bring about a school engagement that improves schools and schooling. The Finn and the Elias/Srebnik frameworks supplement the Lal and Lal (1991) notion of gang assimilation as an alternative to rejection and punishment.

Postscript

In May 1993, gang leaders met in Kansas City to see if they could work together to reduce violence and perhaps turn gang energies to positive goals. Results of this "Peace Summit" will take time, but perhaps the gangs themselves will offer some avenues for success.



Resource A: Sample Questionnaire

This questionnaire is designed to gather information about your knowledge of gangs and gang activity on this campus and in the community/neighborhood. Your identity is not necessary so *do not* sign your name to this questionnaire. Please attempt to answer all questions. Your input will assist school personnel in establishing a program to address the issues of gangs, gang members, and gang activities.

Circle one: STUDENT TEACHER PARENT SUPPORT STAFF

General knowledge of gangs

What is a gang? _____

What is a gang member? _____

How do gang members dress? _____

Why do youths join gangs? _____

What do gang members do? _____

What do these terms mean?

Gangbanger (homeboy) _____

Wanna-be _____

Loc (loco) _____

Hood/turf (barrio/varrio) _____

Set (clique) _____

Moniker/Place _____

Kicking it _____

Flashing _____

Court in/out (jumped in/out) _____

Be down _____

Dress down _____

Knowledge about the gangs on campus and in the school community

Do you know of any gangs on this campus and in the neighborhood? YES __ NO __

If yes, list the names of the gangs you know or have heard about. _____

Have you seen any gang members on campus? YES __ NO __

Do you know any gang members personally? YES __ NO __

If yes, how many? _____

How many gangs do you think are on this campus? _____

In the neighborhood? _____

How many gang members do you think are on this campus?

How many gang members belong to one gang? (guess) _____

What is the total number of gang members on campus? (guess) _____

How many gang members do you think are in the neighborhood? _____

Knowledge of gang activities on campus

What kind of gang activity have you seen on campus? (circle the activities)

TAGGING GRAFFITI FLASHING YELLING OUT GANG NAMES
 HANGING OUT INTIMIDATING HARASSING FIGHTING
 USE OF WEAPONS DRUGS OTHERS _____

Which of these activities occur the most? _____

Are there certain locations on campus/near campus where gang incidents are likely to occur? YES ___ NO ___ DON'T KNOW ___

If yes, where? _____

Are there certain times during the school day when gang incidents are more likely to occur? YES ___ NO ___ DON'T KNOW ___

If yes, what times: BEFORE SCHOOL ___ NUTRITION ___ LUNCH ___
 AFTER SCHOOL ___ CLASS TIME (a.m.) ___ CLASS TIME (p.m.) ___

Who is most likely to report gang-related incidents?

STUDENTS ___ ADULTS ___

What portion of the discipline referrals are gang related?

DAILY _____% WEEKLY _____%

Impact and effect of gang-related incidents on this campus

What do you believe is the impact of gang activities on the instructional program? NONE ___ TRIVIAL ___ SOME ___
 SIGNIFICANT ___

Explain: _____

What is your perception of the impact of gang-related incidents on school safety? NONE ___ TRIVIAL ___ SOME ___
 SIGNIFICANT ___

Explain: _____

How does the presence of gangs affect the nongang member students, teachers, and the school community as a whole? _____

How does the presence of gangs affect the gang members on campus? _____

Do the gang activities on this campus affect you? YES __ NO __

If YES, explain. _____

Comments:

In addition to the questions posed in the Questionnaire for the general population, school officials may want to design the instrument for specific populations: students, parents, or school personnel.



Annotated Bibliography and References

Annotated Bibliography

Theories on Delinquency and Gangs

Huff, C. R. (1990). *Gangs in America*. Newbury Park, CA: Sage.

A collection of studies and scholarly papers about a wide range of gang-related topics and issues, this book includes 14 chapters covering quite thoroughly the topic of gangs. Part Four assesses the changing knowledge base on gangs and Part Five tackles public policy and gangs.

Spergel, I. (1966). *Street gang work: Theory and practice*. Chicago: Addison-Wesley.

A study of three delinquent subcultures (the Racket, Conflict, and Theft subcultures) that explores the norms, beliefs, and systems of values that form the behavior of youth who act against the larger society. Of special interest to the present work is Chapter Three, Different Delinquent Life Styles, pp. 63-92.

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- Garrett, J., Bass, S. A., & Casserly, M. D. (1978). Studying school crime: A prescription for research-based prevention. In *School crime and disruption: Prevention models*. Washington, DC: US Department of Health, Education and Welfare, National Institute of Education.

This article offers a five-step approach to studying school crime, provides methods for analyzing study results, and presents designs for prevention programs (pp. 3-10).

- School Safety: National School Safety Center News Journal*. Malibu, CA: Pepperdine University Press.

This is a component of the School Safety News Service and is published quarterly. Articles offered in the journal are designed to relate present trends and useful programs in school safety. This journal is an excellent reference for school administrators nationwide. Those interested in more information about the journal can inquire through the National School Safety Center, 465 Thousand Oaks Boulevard, Suite 290, Westlake Village, CA 91362.

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This publication contains a series of articles discussing the problems of, and suggestions for, school safety.

- Thornberry, T. P., Krohn, M. D., Lizotte, A. J., & Chard-Wierschem, D. (1993). The role of juvenile gangs in facilitating delinquent behavior. *Journal of Research in Crime and Delinquency*, 30(1).

This study explores possible causes for gang violence. The authors present three models to explain why gang members have the potential for serious violent acts.

Studies, Articles, and True Accounts of Gang Behavior

- Bing, L. (1991). *Do or die*. New York: Harper Collins.

This book examines the Blood and Crip gangs in South Central Los Angeles, California. Bing offers a collection of true stories of the youths who belong to these gangs and to the street life in the ghetto.

Frias, G. (1982). *Barrio warriors: Homeboys of peace*. Los Angeles, CA: Diza.

This book presents the author's views and beliefs about the Latino gangs in the barrios (neighborhoods) of East Los Angeles, California. The stories and photographs represent some of the flavor of the gangs in this area.

Los Angeles County Sheriffs. (1992). *Battling the plague of gangs in our community*. In *The Dispatcher*. Los Angeles, CA: Association for Los Angeles Deputy Sheriffs. (Send requests for copies to P. O. Box 5043, Long Beach, CA 90805.)

This special edition contains articles about the various ethnic gangs in Los Angeles: Asian, Black, Latino, and White (skin heads). The articles primarily provide basic information about these gangs, but there are excellent photographs of the various ethnic male and female gang members (even toddlers) in gang garb, flashing signs, sporting tattoos, writing graffiti, and displaying weapons.

Yablonsky, L. (1962). *The violent gang*. New York: Macmillan.

This is a classic study of more than 100 gangs in Morningside Heights of Manhattan, New York. Although the study is somewhat dated, the results are common to those found in more recent studies. Yablonsky offers an in-depth look at the delinquent groups and their social systems.

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Handbook on Gangs in Schools: *Strategies to Reduce Gang-Related Activities*

by Shirley R. Lal, Dhyan Lal, Los Angeles
and Charles M. Achilles, University of North Carolina, Greensboro

Campus gang activity is no longer just a problem of the inner-city school. It is one of the fastest-growing, most widespread problems in education. All school administrators will benefit from this overview of gangs in schools, and they can learn how to take steps to give the campus back to all students.

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